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PROCEEDINGS

OF THE

FOURTEENTH ANNUAL MEETING

OF THE

NORTH CENTRAL ASSOCIATION

OF

COLLEGES AND SECONDARY SCHOOLS

HELD AT

CHICAGO, ILLINOIS,

MARCH 26 AND 27, 1909

EDITED BY

THOMAS ARKLE CLARK

SECRETARY OF THE ASSOCIATION.

CHICAGO

PUBLISHED BY THE ASSOCIATION

MCMIX

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HARVARD COLLEGE
JUN 26 1918
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The Association

Copies of the Proceedings of the North Central Association of Colleges and Secondary Schools may be obtained by addressing the Treasurer of the Association, Mr. J. E. Armstrong, Englewood High School, Chicago. The price of single copies is twenty-five cents. The price of the complete set, with the exception of volume twelve, which is out of print (fourteen numbers, including the report of the Preliminary Meeting for Organization), is $3.25.

The next meeting of the Association will be held in Chicago, Friday and Saturday, March 25 and 26, 1910.

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The North Central Association of Colleges and Secondary Schools

Fourteenth Annual Meeting, Chicago, March 26 and 27, 1909

The fourteenth annual meeting of the North Central Association of Colleges and Secondary Schools was held in Chicago, Friday and Saturday, March 26 and 27, 1909.

FIRST SESSION FRIDAY, MARCH 26, 1909.

The Association was called to order at 10 o'clock a. m., in the Banqueting Hall of the Auditorium Hotel by the President, E. W. Coy, of the Hughes High School, Cincinnati, Ohio. President Coy delivered the annual address as follows:

SOME PROBLEMS OF SECONDARY AND HIGHER EDUCATION.

E. W. COY, PRINCIPAL OF HUGHES HIGH SCHOOL, CINCINNATI, OHIO.

I purpose to consider briefly some of the pressing problems in Secondary and Higher Education. I shall not attempt to solve these problems—that would be too large and too difficult an undertaking—but simply to state them and

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to offer such comments upon them as may occur to me.

We are passing through a period of agitation, of great changes, either proposed or adopted, and of much discussion, more or less heated, that covers the whole field of education from the kindergarten to the university. It is one of those times when the radical and extremist is likely to be found occupying the centre of the stage. He carries around in his pocket a scheme warranted to cure all our educational ills, and he proclaims its wonderful virtues, in season and out of season, to an afflicted people. Thus we find some who maintain that American public education is the greatest failure of the nineteenth century, and hence they would demolish the whole structure and begin anew from the very foundation. But these are merely the excited utterances of rather wild enthusiasts who seem to forget that the future must be built upon the present, and that evolution and not revolution is the order of the day. We have no central educational authority endowed with power to issue and enforce its decrees as to what it deems wisest and best, and so settle the whole business. With us reforms in education, as in other public activities, are effected by conference, by criticism, by discussion, by interchange of opposing views, by the weighing of arguments *pro* and *con*, until what seems to be best emerges and wins the day; whereupon we accept the situation and go on our way rejoicing.

This process is slow, sometimes provokingly slow, especially to those who are impatient to arrive; but it is the Anglo-Saxon way and the true democratic way, and we think it is for us the best way. It requires patience, mutual concession, and abiding faith in the good sense of a majority of those interested in the outcome.

The character of the education of any people is determined by that people's ideal of life. With a progressive

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people the ideal of life is constantly changing, and therefore their education is constantly changing to meet the requirements of the new view. With a people stationary, fixed and unchangeable in their habits and ideas, we shall find an education that partakes of these same characteristics. Should China, for instance, awake from her lethargy and accept and assimilate western ideas and western customs, the change would forthwith show itself in her educational system.

As a result of the great change that has revolutionized our ideas as to the position and duties and sphere of woman in modern times, we have the remarkable movement within the last half century for the fuller and higher education of women. There is no more striking feature in our present educational development than the extent to which young women are seeking collegiate training. It was not always thus. In our early history, the daughters of the household enjoyed little opportunity for obtaining an education. The limited instruction of the dame school and the few crumbs that could be gathered up at odd times from the public elementary school, constituted about all the education that came within reach of the girls. The boys had long been amply provided for in the public schools before the girls were allowed any share in the privileges and advantages that they offered. In the latter part of the eighteenth century and the early years of the nineteenth, philanthropic men and women established academies and opened other schools for the education of girls. Later came the young ladies' seminary and the so-called finishing school (styled by courtesy educational institutions) with their light intellectual diet, easily digested, and their touch of society manners, which were supposed to fit young ladies to seek a husband and to become the mistress of a household. But all this is changed. Now an education

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equal to and often identical with that offered to young men is sought for with an avidity that would have astonished and shocked their grandfathers and grandmothers. Women's colleges of high grade are filled to overflowing, and the co-educational colleges and universities seem in some cases to be looking with something of alarm at the army of young women who are invading their halls bent upon availing themselves of the opportunities for higher education offered by these institutions. As a result of this inroad of the women, several methods of protection and defense have been adopted. In some cases a limitation has been fixed upon the number of young women to be received; in other cases a segregation of the sexes has been made throughout a part or the whole of the course, either upon the theory that a different treatment should be accorded the two sexes, or to avoid the unwholesome effect of their association, or from the fear that the women might overrun the whole institution and convert it into a woman's college pure and simple.

This movement has been going on with ever-increasing momentum for more than a generation, until now probably 50,000 women are receiving an education in our higher institutions, a majority of them in co-educational colleges. While all these experiments are being tried, the problem of the education of women can hardly be said to have yet been solved. It has been demonstrated that women can do the work in our colleges required of men. They have shown themselves to be at least as faithful, as conscientious, and intellectually as capable as men, but I think it will be conceded that they have not the same physical strength and power of endurance. So it is still an open question whether they have not reached the goal of their ambition at too great a cost. It is still an open question whether woman's education should not in important par-

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ticulars be differentiated from that of men. This may, in a measure, be accomplished by a proper application of the elective system. On this point I will quote briefly from the paper by Miss Arnold, dean of Simmons College, read at the last meeting of the National Education Convention:

"Is it not true to-day that the girl may complete her prescribed course in the academy or college, receiving with credit the diploma and degree, and yet may not have heard within the school or college walls any reference to the tasks and responsibilities which her home will bring to her? * * * In our efforts to secure a generous education for women, have we not come to overemphasize and overestimate scholastic ability? to see it out of proportion to its advantage? to magnify schooling and to minimize the value of the qualities and of the knowledge which are essential to fullest development—and particularly that knowledge and those qualities upon which her success in her home administration depends?"

We hear a great deal nowadays about the feminization of our schools; if Miss Arnold's view is accepted, is there not danger that our co-educational institutions are too masculinized to be the best places for women?

The desirability of furnishing ample means for the higher education of women will be conceded by every one, but there is evidently wide diversity of opinion respecting the best way to accomplish this result. Shall it be by institutions entirely separate and distinct? and if so, shall these institutions be merely imitations of similar institutions for men, or shall they attempt to adapt themselves to the special needs of women? Shall it be by co-educational institutions, or by some modification of the co-educational scheme that will meet the requirements of the case? The co-educational system originated in economic considerations, and it is not difficult to persuade our people that what

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is economically best is best in all other respects. To duplicate our higher institutions of learning would be a heavy tax on the financial ability of our people.

If woman, as some seem to hold, were simply another sort of man, there would be no problem here to be solved. But most of us have not yet arrived at that conclusion. Woman has mental peculiarities all her own; her duties in life are different from those of man; the demands that society makes upon the two and the service that each is expected to render are different; and it would seem reasonable to provide a training and an education for each that will fit for the career that each is to follow.

While questions relating to the education of women are awakening so much discussion among thoughtful men, there are phases in the development of the education of young men scarcely less interesting and important. I think there can be no doubt that our young men, beginning in the secondary school and continuing through the college and university, are in increasing numbers choosing courses not designed for general culture, but rather for a preparation to enter some vocation in the business and industrial world.

The period of phenomenal material prosperity through which we have just passed, or are now passing, has witnessed a marked change in our view of life and so in our educational ideals. Never has there been a time when the material side of life held such an ascendancy in the thoughts of young men, and when visions of wealth and the comforts and luxuries that wealth brings so filled their mental horizon. They are far more interested in the multimillionaires, the captains of industry and the heroes of frenzied finance than they are in the lives and labors of the great thinkers and scholars and moral leaders of society. Hence it has come to pass that our young men are in

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haste to win some of the prizes so alluringly offered by our great business and mercantile enterprises that have resulted from the concentration of capital and the formation of numerous rich and powerful corporations. With this end in view they are beginning to specialize even in the secondary school, and are filling the various engineering and other so-called practical courses in our colleges and universities, while the humanistic courses are left largely to the young women. If the young men begin to specialize so early and confine themselves to the training needed for their chosen vocation, while the young women in the main pursue what used to be designated as a broad and liberal culture, what is to be the sociological result? Where is the intellectual supremacy to rest? Is it to rest with the most intelligent, the most thoughtful, with those who have the fullest and broadest education, or with those trained along narrow lines for the definite and specific purpose of preparing for a certain kind of work?

Is it a wise and wholesome practice for our boys to specialize so early in their school course? I remember hearing a distinguished educator, several years ago, advocate specialization even down in the elementary school. But that was simply an extreme application of the free elective system which I hope and trust has now reached its culmination. Would it not be the part of wisdom to lay a reasonably broad and deep foundation before undertaking the erection of the superstructure? In the case of those who for financial or other good reason cannot give the time requisite to get a thorough education, this short cut to an occupation may be a necessity; but those who are ambitious to excel in what they undertake and to become leaders in their chosen pursuit, will not count as lost the time needed for a full preparation. An engineer is only half an engineer who knows nothing but engineering.

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The man who enters upon his profession with narrow and limited equipment may meet with some measure of success in small things, but when great tasks come that require not only technical skill but breadth of view and soundness of judgment and mental grasp, he will be found wanting. In the battle of life the victory comes not, as the young often think, to the nimblest and most self-confident, but to the one who is best armed and best trained.

Again the movement for industrial education is one of the marked features of the present day. The teaching of domestic science, of agriculture and the trades is attracting more attention and exciting more interest than ever before. This is evident in the prominence given to this subject in our educational publications and in our educational meetings. It is also evident in the action of several state legislatures in appointing commissions to investigate the subject of industrial education in their respective states, and in the provisions made by several states and cities for the introduction of industrial training into the public schools. In respect to trade schools and industrial schools in general, we are far behind European countries where these schools have long been in operation. One reason, at least, for our delay in this matter is not hard to find. In countries where the people are divided into classes that are fixed and unalterable, and where, consequently, children are born into the station in society occupied by their parents, with little or no hope of ever rising above that station, it is comparatively easy to determine the course in life which it is foreordained that each child shall pursue. But with us the case is widely different. In our many-sided population we recognize no classes in the sense in which that term is used in the old world. With us every child is entitled to all the rights and privileges of every other child, including the right to such an education in the

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public schools as his parents may choose for him. Any scheme that would divide our children into classes and place them in different schools because of the occupation that they are expected to follow in after life would, I think, be repugnant to the genius of our people. Courses in manual training, in domestic science and in agriculture, have already been successfully introduced into our public schools. Massachusetts, which appears to have taken the lead in some phases of industrial training, has established evening schools for the teaching of the trades. This meets the demand for instruction in the trades without offensively classifying the pupils of the public schools. But it will be said, Why try to add to the ranks of the laborers? What we need is not more men to do the work, but more work for men to do. Here is the crying need of the times —as witness the vast army of the unemployed who are clamoring for work and whose wives and children are crying for bread? In reply to this objection it is claimed that the trade schools do not propose to increase the number of workmen, but only to take those who in any event would fall into that class, or who are already there, and prepare them for higher and more skilled service. Then when hard times come, being superior workmen, they will be the last to be laid off and the last to be found in the ranks of the unemployed. But the trade school does not propose to settle the labor question. That is a subject too complex and too intimately connected with other social and economic questions to be settled by any such simple device. In England, where trade schools have long been in existence, the labor question is quite as acute as it is here. If it can raise the average of intelligence among laboring men, increase their efficiency, and improve their standard of living, it will have done much.

The efforts that are being put forth in our schools to

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assist the defective, the retarded, and the abnormally slow and dull, is one of the characteristics of the times. In this respect our practice is in marked contrast with the practice in the English schools. There, by express direction of the school authorities, the attention of the teacher is concentrated upon the bright and promising, while the dull and unpromising are left largely to shift for themselves. Their aim is to help forward as rapidly as possible the superior boy, who promises to be a valuable member of society, and to suffer the dullard to drop out and settle down into the great body of common laborers. Our theory has been that the bright boy will take care of himself and that every effort possible should be put forth to bring forward the slow and the dull and the incompetent. Our practice is the more philanthropic, but whether it is the more helpful to society may be questioned. At any rate, I wish to enter a plea for the bright boy, and to insist that in doing all we can for the large submerged fraction, he should not be forgotten and neglected and discriminated against. He belongs to the class that are to become the thinkers and leaders among men, and is entitled to receive his full share of assistance and encouragement. The leveling principle is carried too far in our schools when it results in leveling down instead of leveling up. That school is best organized and is doing the best work that gives to each pupil the opportunity to do the most that he can for himself, without allowing the slowness and dullness of some to obstruct the progress of others more capable and more brilliant, and without attempting the impossible task of compelling pigmies to do the work of giants.

In the midst of all the ferment and agitation that are stirring the educational world of to-day, there is one old fundamental problem that still confronts us. It is the problem of how we may best do our part in making worthy

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and intelligent men and women out of boys and girls. This, I say, is a fundamental problem of all education, and to its solution every true teacher is always bending his best efforts. The process is not showy, nor does it lend itself readily to exhibition, but without it there is no real education. By all means let provision be made for teaching the trades and for industrial courses in our schools, but while these things ought certainly to be done, there are weightier things that ought not to be left undone. We need thinkers as well as doers. Mere doing is a cheap and easy thing. That is the province of a machine. Thoughtful doing is the only kind of doing that is worth while. We need men of broad and liberal culture who, in the language of Matthew Arnold, can see clear and think straight. We need them in our executive offices, in our law-making bodies, in our judiciary, in the learned professions, in our great commercial and business enterprises, and in all the higher walks of life. Only such men can take a large view of large questions, and only such men have the trained intelligence and the sound judgment that fit them for high and responsible positions. Our schools will fail sadly in their purpose if they do not gird themselves for the task of supplying thoroughly trained and educated men prepared to assume the complex duties and responsibilities of our modern society.

"God give us men; a time like this demands
Great hearts, strong minds, true faith and ready hands."

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The report of the Treasurer, Principal J. E. Armstrong, Englewood High School Chicago, was presented as follows:

REPORT OF THE TREASURER OF THE ASSOCIATION FOR THE YEAR ENDING MARCH 26, 1909.

RECEIPTS.

Cash on hand at date of last report	$299.20
Sale of reports	24.39
From one hundred and nine $3 memberships	327.00
From twenty-eight $5 memberships	140.00
From twenty $10 memberships	200.00
Total	$990.59

DISBURSEMENTS.

Expenses of Committee to College Entrance Board meetings	$124.00
Expenses of Executive Committee	62.54
Expenses of Board of Examiners	6.85
Printing	550.35
Clerk and Stenographer	119.75
Express and exchange	3.05
Postage	50.13
Total	$916.67
Cash on hand March 26, 1909	73.92
	$990.59

J. E. ARMSTRONG, Treasurer.

The report of the Executive Committee was then presented by the Secretary.

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REPORT OF EXECUTIVE COMMITTEE.

The Executive Committee recommends the following for admission to membership in the Association:

Simpson College, Indianola, Iowa, President Charles E. Shelton.

Upper Iowa University, Fayette, Iowa, President William A. Shanklin.

Illinois Women's College, Jacksonville, Illinois, President Joseph R. Harker.

Carroll College, Waukesha, Wisconsin, President W. O. Carrier.

State University of North Dakota, Grand Forks, North Dakota, President Webster Merrifield.

The following high schools are also recommended:

High School, Hinsdale, Illinois, Principal H. E. Giles.

High School, Mitchell, South Dakota, Principal M. M. Ramer.

Ferry Hall, Lake Forest, Illinois, Principal Miss Frances L. Hughes.

The following individuals are recommended:

C. M. McConn, University of Illinois Academy, Urbana, Illinois.

August F. Foerste, Steele High School, Dayton, Ohio.

W. O. Thompson, Ohio State University, Columbus, Ohio.

Charles F. Mills, University of Illinois, Urbana, Illinois.

Charles L. Loos, Jr., Principal Steele High School, Dayton, Ohio.

George R. Twiss, Inspector of Schools, Columbus, Ohio.

Frank Pearson, Inspector of Schools, Ohio State University, Columbus, Ohio.

The application for membership of the following col-

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leges and normal schools is referred to the Commission on Accrediting Colleges for report:

State Normal School, Whitewater, Wisconsin, President Albert Salisbury.

State Normal School, Mankato, Minnesota, President Charles H. Cooper.

State Normal School, St. Cloud, Minnesota, President W. A. Shoemaker.

State Normal School, Warrensburg, Missouri, President W. J. Hawkins.

State Normal School, Valley City, North Dakota, President George A. McFarland.

Central State Normal School, Mt. Pleasant, Michigan, President C. T. Grann.

State Normal School, Springfield, Missouri, President W. T. Carrington.

State Normal School, Winona, Minnesota, President G. E. Maxwell.

Kansas State Normal School, Emporia, Kansas, President Joseph H. Hill.

State Normal School, Milwaukee, Wisconsin, President Charles McKenney.

At a later meeting the Executive Committee presented the following additional report:

The following institutions are recommended for membership:

Elgin Academy, Principal George N. Sleighton, Elgin, Illinois.

University School, Head Master W. E. Stillwell, Cincinnati, Ohio.

University of Denver, President Henry A. Buchtel, University Park, Colorado.

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Doan Academy, Dean H. R. Hundley, Granville, Ohio.

High School, Principal Charles H. Kingman, Kankakee, Illinois.

High School, Principal J. T. Smith, Findlay, Ohio.

Robert Waller High School, Principal O. S. Westcott, Chicago, Illinois.

Dakota Wesleyan University, President Samuel Fletcher Kerfoot, Mitchell, South Dakota.

Ottawa University, President S. E. Price, Ottawa, Kansas.

The following were also recommended for individual members:

A. B. Church, President Buchtel College, Akron, Ohio.

W. S. Dearmont, Cape Girardeau State Normal School, Cape Girardeau, Missouri.

W. T. Carrington, President Springfield State Normal School, Springfield, Missouri.

L. W. Keeler, Superintendent of Schools, Michigan City, Indiana.

George W. Nash, President of the Northern Normal and Industrial School, Aberdeen, South Dakota.

C. E. Swanson, Deputy Superintendent of Schools, Pierre, South Dakota.

The Committee also recommended the following amendments to the Constitution:

Article 3, Section 7. Change "15 units" to "14 units."

Article 3. At Section 7, "After April 1, 1912, no college or university shall be eligible to membership which is not on the list of accredited colleges of the Association."

Article 10. After "provided" change to read "that notice has been given at the preceding meeting, or that a printed notice of the proposed amendment has been sent to each member at least two weeks before said meeting."

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Article 5, Section 1. Omit the words "from each state represented in the Association."

In accordance with the regulations of the Constitution, these proposed amendments must lie on the table until our next meeting.

It was voted by the Committee that the maximum amount allowed to any delegate during the year be $75.00.

The report of the Executive Committee as presented was adopted.

The report of the Committee to advance the interests of Industrial Education was presented by Principal J. Stanley Brown, of the Joliet Township High School.

REPORT OF COMMITTEE TO ADVANCE INDUSTRIAL EDUCATION.

Your Committee appointed at the last meeting to advance the interests of Industrial Education begs leave to report that two meetings were held before the Cleveland meeting of the N. E. A., and one meeting during that convention. The meeting of the Executive Committee of the N. E. A., at which a decision was reached to make no further appropriation and investigation, made it impossible for the Committee to accomplish any immediate results. It was found also that all Committees in the midst of work of investigating were compelled to discontinue their work for financial reasons. After the adjournment of the convention, however, we were given some assurance that the Council of Education of the United States would name a Committee to investigate and report on Industrial Education. We have since been led to believe that this Committee will be named at the Denver meeting of the N. E.

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A., and we look forward to this action with great anxiety, because the subject of Industrial Education is rapidly demanding some kind of solution.

Respectfully submitted,

J. STANLEY BROWN,
OTIS W. CALDWELL,
C. R. MANN.

The following report was presented by Principal Edward L. Harris, delegate to the College Entrance Examination Board:

REPORT OF DELEGATE TO COLLEGE ENTRANCE EXAMINATION BOARD.

To the Members of the North Central Association of Colleges and Secondary Schools:

At the meeting of the College Entrance Examination Board of April 11th, 1908, the usual routine business of the spring meeting was transacted. The Constitution was amended; Wesleyan University was admitted, and a representative of the Carnegie Foundation was admitted to a seat on the Board.

The Committee of Review reported progress on the definitions of Physics, History, Modern Languages, and English.

The Annual Meeting of the College Entrance Examination Board was held in New York on November 7th, 1908, President Butler in the Chair.

On November 6th, the day previous, there was a meeting in New York of the Committee of Review, of which Dean Hurlbut is chairman, and your delegate, a member. The principal topics before the Committee were the two

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reports of the Committee on the Definition of Physics for Secondary Schools. The Majority Report was signed by all the Eastern members, and the Minority Report by the two representatives of the North Central Association, Professors Mann and Terry.

It was finally decided, as the reports came too late for a careful study of them, to ask the Board for more time and for authority to add six Secondary men, actual teachers of Physics, to the Commission, if it was thought best by the Committee. This was granted by the Board the following day.

Routine business was transacted at the regular meeting the 7th, to-wit: The appropriations for 1908-09; appointment and compensation of Readers and of Examiners for 1910; the date of examinations, etc.

The question of the Carnegie Units were reported by the Committee of Review, but referred back to the Committee, for further consideration.

The election of officers was held, Dr. Butler being made Chairman.

The Committee of Review was called together again on March 6th, at Columbia University, New York. While it is not in my province to report the action taken until such report is made to the College Board, and acted upon by them—it may be stated that the Secondary Committee of Physics Teachers, authorized by the Board, was selected, two members from the New England Association, two from the Middle States and Maryland, and two from the North Central—the latter two were Professor Butler, of Yeatman High School, St. Louis, Mo., and Professor Tower, of Englewood High School, Chicago.

This Committee of active Secondary Teachers will

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make a report to the Committee of Review on the two reports of the Physics Commission.

The next meeting of the College Board will be held in New York April 16th, the Committee of Review meeting the day previous.

Respectfully submitted,

EDWARD L. HARRIS.

REPORT OF THE DELEGATE TO THE NATIONAL CONFERENCE COMMITTEE ON STANDARDS OF COLLEGES AND SECONDARY SCHOOLS.

Principal Frederick L. Bliss, delegate to the National Conference Committee on Standards of Colleges and Secondary Schools, presented the following report, consisting of the reading of the minutes of the last annual meeting of the Committee.

ATTENDANCE.

In accordance with letters sent by President MacLean, there assembled at 10 a. m., April 17, 1908, at the rooms of The Carnegie Foundation for the Advancement of Teaching, 576 Fifth Avenue, N. Y., the following delegates representing the organizations indicated:

President George E. MacLean, The State University of Iowa, from The National Association of State Universities.

Professor Nathaniel F. Davis, Brown University, from The New England College Entrance Certificate Board.

Professor Herman V. Ames, The University of Pennsylvania, from The Association of Colleges and Preparatory Schools of the Middle States and Maryland.

Headmaster Wilson Farrand, Newark Academy, from The College Entrance Examination Board.

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Principal Frederick L. Bliss, Detroit University School, from The North Central Association of Colleges and Secondary Schools.

Professor Edward Baskerville, College of the City of New York, from The Association of Colleges and Preparatory Schools of the Southern States.

President Henry S. Pritchett, from The Carnegie Foundation for the Advancement of Teaching.

Dean Frederick C. Ferry, Williams College, from The New England Association of Colleges and Preparatory Schools.

Professor Baskerville attended as a substitute for Chancellor James H. Kirkland, Vanderbilt University, and Dean Ferry as a substitute for Dr. William C. Collar, Roxbury, Mass. Mr. John G. Bowman, Assistant Secretary of The Carnegie Foundation for the Advancement of Teaching, was invited to sit with the Committee.

THE CONFERENCE.

By virtue of his presidency at the last conference of the Committee, President MacLean took the chair and Dean Ferry was appointed secretary pro tempore.

The constitution drafted by the Committee chosen for that purpose at the last meeting of the Committee, June 26, 1907, was presented by Headmaster Farrand, and, after the amendment of various articles, was adopted in the following form:

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CONSTITUTION.

NAME.

Art. I. The name of this Committee shall be The National Conference Committee on Standards of Colleges and Secondary Schools.

OBJECT.

Art. II. The purpose of the Committee shall be to consider standards of admission, matters of common interest to universities, colleges and secondary schools, and such other questions as may be referred to it.

MEMBERSHIP.

Art. III. The Committee shall be composed of delegates from the following organizations:

The New England Association of Colleges and Preparatory Schools, The New England College Entrance Certificate Board, The Association of Colleges and Preparatory Schools of the Middle States and Maryland, The College Entrance Examination Board, The North Central Association of Colleges and Secondary Schools, The Association of Colleges and Preparatory Schools of the Southern States, The National Association of State Universities, The Carnegie Foundation for the Advancement of Teaching, and such other organizations as may be elected to membership. The United States Commissioner of Education shall be ex-officio a member of the Committee.

OFFICERS.

Art. IV. The officers of the Committee shall be a President, Vice-President and Secretary-Treasurer, who shall be elected annually.

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MEETINGS.

Art. V. Meetings of the Committee shall be held from time to time at the call of the President. There shall be at least one meeting in each year.

FINANCES.

Art. VI. Each organization holding membership in the Committee shall be expected to contribute ten dollars annually to meet its incidental expenses.

QUORUM.

Art. VII. Delegates from a majority of the organizations entitled to representation in the Committee shall constitute a quorum for the transaction of business.

AMENDMENT.

Art. VIII. This Constitution may be altered or amended at any regularly called meeting of the Committee by a vote of two-thirds of the delegates present, each organization represented having one vote.

On motion the Committee voted to proceed to permanent organization and that the election of officers be by ballot. President MacLean asked Mr. Bowman to act as teller. On nomination the following officers were duly elected for the year: President, President George E. MacLean, of The State University of Iowa; Vice-President, Headmaster Wilson Farrand, of Newark Academy, and Secretary-Treasurer, Dean Frederick C. Ferry, of Williams College.

Headmaster Farrand presented a report of progress from the committee consisting of himself and Dean Ferry,

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appointed at the meeting June 29, 1907, to prepare a scale of values for the interpretation of admission requirements. In this connection Headmaster Farrand read the report which had been presented to The College Entrance Examination Board by the Committee of Review of that body as a result of its consideration of the same subject. It was later voted that the report submitted by Headmaster Farrand be accepted as a report of progress, that the committee be continued, and that it be enlarged by the addition of President Pritchett and Principal Bliss.

On motion of Professor Davis, the President and the Secretary-Treasurer were appointed a committee to prepare a programme for the afternoon session.

An invitation to lunch was extended by President Pritchett on behalf of The Carnegie Foundation for the Advancement of Teaching and was accepted for the Committee by President MacLean. A recess was taken from 12:58 p. m. to 2:45 p. m.

On reassembling at 2:45 p. m. the Committee on Programme, through Dean Ferry, presented the following subjects for consideration:

1. The definition of the unit for the measurement of admission requirements to involve two elements—the number and length of the weekly periods devoted to it in school, and the proportion of the entire school work of the year which it comprises.

2. The terminology of preparatory subjects; definitions of "hour," "count," "point," "exercise," "period," etc.

3. The continuation of the study of Algebra and English in the last school year.

4. The quality of preparation for college as demanding

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attention before further increase in quantity of preparatory subjects is attempted.

5. The lists of schools approved for certificate purposes by the various boards and the combining of their results for general use.

6. A Committee on Transfer-Credits.

7. The best way of arriving at an agreement on a scale of units for the measure of admission requirements.

8. Recognition of the element of continuity as of great value and importance in secondary school work.

It was unanimously agreed that questions 1, 2, 4 and 7 from the above programme be referred to "the Committee on the Preparation of a Scale of Values for the Interpretation of Admission Requirements" for consideration and report at the next meeting.

Professor Baskerville gave a report of a paper by Chancellor Kirkland, of Vanderbilt University, concerning the admission requirements of Southern colleges.

After a discussion of question 3 in the programme, Principal Bliss presented the following resolution:

Resolved: That, in the judgment of this Committee, pupils preparing for college should continue work in English and Mathematics through the last school year. The resolution was unanimously adopted.

At the suggestion of President MacLean, the following resolution was presented:

Resolved: That the Committee respectfully refers to lists of accredited schools prepared by the organizations represented in this Committee as lists which it is desirable

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that colleges should have. The resolution was unanimously adopted.

At the suggestion of President MacLean, the following resolution was presented:

Whereas, There is need, in the interest of standardization and of migrating students, of fuller information regarding colleges and universities,

Resolved: That we urge our organizations to collect data concerning, and to study the subject of, the standardization of colleges and universities. The resolution was unanimously adopted.

On motion of Professor Ames, it was unanimously voted that the thanks of the Committee be extended to The Carnegie Foundation for the Advancement of Teaching and to President Pritchett for the hospitality enjoyed at their hands on this occasion.

On motion it was voted that the Secretary-Treasurer be authorized to prepare and publish the minutes of this conference for distribution to the organizations represented in the Committee.

Headmaster Farrand asked that communications relating to the questions referred to his committee be sent to him at as early a date as possible; and President MacLean expressed the wish that this be done in time to permit Headmaster Farrand's committee to submit a report in November, 1908.

The Secretary-Treasurer was requested to send printed copies of the minutes of this conference to the members of the Committee for distribution by them to their respective

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organizations, and to have copies of the Constitution as adopted at this time printed separately for distribution. Adjourned sine die at 6 p. m.

REPORT OF THE COMMITTEE ON MANUAL TRAINING.

The report of the Committee on Manual Training was called for. Dean C. M. Woodward, who was to make the report, asked that the Committee be allowed further time before presenting it. The time for receiving the report was therefore set for Saturday morning.

The President then announced the following committees:

To Audit the Treasurer's Report: Principal George W. Benton, Shortridge High School, Indianapolis, Indiana; Professor O. W. Caldwell, University of Chicago, Chicago, Illinois; Principal Edward L. Harris, Central High School, Cleveland, Ohio.

To Nominate Officers for the Ensuing Year: Professor Fred N. Scott, University of Michigan, Ann Arbor, Michigan; Principal E. D. Lyon, Woodward High School, Cincinnati, Ohio; Inspector H. A. Hollister, University of Illinois, Urbana, Illinois.

To Recommend the Time and Place of the Next Annual Meeting: Director G. N. Carman, Lewis Institute, Chicago, Illinois; Assistant Superintendent W. J. S. Bryan, St. Louis, Missouri; President H. H. Seerley, Iowa State Normal School, Cedar Falls, Iowa.

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The President appointed the following as members of the Commission on Accredited Schools and Colleges for 1909-12: President Harry Pratt Judson, University of Chicago, Chicago, Illinois; Professor E. O. Holland, Indiana University, Bloomington, Indiana; Superintendent A. F. Nightingale, Chicago, Illinois; Principal G. W. Benton, Shortridge High School, Indianapolis, Indiana.

The following paper was then presented by President A. T. Perry, of Marietta College:

THE SMALL COLLEGE, ITS PLACE AND ITS WORK.

PRESIDENT A. T. PERRY, MARIETTA COLLEGE, MARIETTA, OHIO.

The Small College has been much discussed in recent years, and many brilliant and profound speeches have been made upon it. That it is still considered an appropriate theme for discussion is an indication that its place and work are not yet fully settled in the minds of our program makers. Indeed, very little is settled in our educational system, if we can be said to have a system; serious attacks are made upon every department. Perhaps it is well that everything should be shaken, that the things which cannot be shaken, and those only, may remain.

As I conceive my mission to-day, it is not to pronounce a panegyric on the College, which has been done over and over again with more eloquent tongues than mine, but rather to open a discussion by answering the questions: Is there any new evidence regarding the future of the Small College? and, further, Can we discern any task which the Small College is especially fitted to perform, and which,

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therefore, justifies its retention in our educational system? By the term Small College I assume that we refer not simply to size, but rather to a type of institution, namely, the college that is not attached to a university and whose best examples are those with a student body not too large. It is recognized that no sharp lines can be drawn between different kinds of institutions. Types shade into one another; yet the High School, the independent College, and the University, are in theory if not in practice, wholly distinct and distinguishable types. It is the second of these we are to consider.

1. A few years ago the College was being fiercely assailed as an unnecessary part of our educational system, and it looked as though the life would be squeezed out of it, or at least that it would be decapitated, right speedily. The chief noise came from a few who proclaimed the necessity of saving time for young men so that they could get into their life work, particularly the professions, at an earlier age. Their easy conclusion was that the College must shorten its course. It seems to me that the outlook as regards this matter is very much better for the Colleges than a few years ago, for these reasons:

1. The process of standardization has advanced very rapidly during the past few years. This Association has contributed most signally to the process as affecting High Schools and Colleges. The Carnegie Foundation, in defining for its own purposes what should constitute a College, has helped to draw the line sharply between High School and College, as well as to fix the four-year period as the normal length of the College course. The Universities have been at work determining the university standard, and so the distinction between these types and the proper limits for each are becoming much clearer. High Schools are less ambitious to add more years to their courses, and Univer-

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sities are certainly seeing their peculiar functions more distinctly, and so the College period is more sharply defined than ever, and its true purpose is also becoming recognized.

2. The professional schools have shown a remarkable activity in raising their requirements for entrance. At the last meeting of the Council on Medical Education of the American Medical Association held last April, it was reported that, whereas, in 1900 only one medical school required any College work for entrance, and in 1904 only three required as much as two years, in 1908 eleven medical schools required at least two years, fifteen others had announced this requirement to take effect in 1910, while twenty-seven others have either already required one year of College work in addition to a four-year High School course or will do so by 1910. Boards of Medical Examiners in several States have taken action in the same direction, Minnesota leading by demanding two years of a College course as well as a four-year medical course as a prerequisite to licensure.

The Law Schools are following the same road, although at slower pace, while the divinity schools have long led the way in this matter, and the leading ones require a full College course for entrance. Further, the Technical Schools are urging their students to take at least part of a College course before entering upon technical studies.

All these things have served to give new emphasis to the College course as a desirable foundation for professional careers.

3. Since the striking address of President Butler before the N. E. A. at Minneapolis and his open charge that two years are wasted in the elementary schools, a good many school men have been considering that proposition. It is not pleasing to be told, as we have been repeatedly, that

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the German boy and the French boy of 18 or 19 are two years ahead of the American boy, not only in breadth of knowledge, but also in ability to handle intellectual tools. If this is so, either our boys are duller or less industrious or our school system is at fault. My own conviction is that for the average healthy and diligent child six years is all that should be required for the eight grades below the High School. It seems to me that there are indications that one or two years are to be saved for children in the grades. Such modern devices as semi-annual promotions and opportunity to skip grades are more and more accomplishing this. Young people are coming to our Colleges at the age of 16 or 17 in increasing numbers. For them surely the full course is none too long. No student surely is mature enough to undertake the study of medicine, for example, before the age of 20. This movement is therefore giving to the College greater security in its four-year course, by making it unnecessary for a young man to save any more time before entering upon his life work. If the time is saved in the elementary schools, it does not need to be saved by shortening the College course. There have also been a few indications that some of the combined courses would be given up, or at least modified, in the interest of more College work.

4. A new and impressive word is also being heard. It is voiced among others by President G. Stanley Hall. These psychologists of the child-mind are telling us that so far from trying to save time we must frankly admit that it takes longer to get ready for one's life work now than ever, and that it will take still longer a hundred years from now. As Dr. Hall has said, "As civilization advances, the time of apprenticeship increases, and the time of exposure to higher education should be prolonged." And he adds another argument to the same purpose from a different point

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of view. "The best education," he says, "is not that which comes with effort from direct attention and application, but there is an unconscious education, which is much more important, and which is carried on in the penumbral regions of the mind. This environmental education needs more time." (N. E. A. 1903, p. 515.) From this direction also comes, therefore, reinforcement of the College insistence upon a four-year college course.

Not many years ago the attitude of many university men was that the colleges were unnecessary because the universities could do all the work and do it better. There has been a change in this regard. Most university men now admit that the universities cannot do all the educational work of college grade, while the second part of the proposition that they can do it better has been quite generally challenged. The more than 7,000 students of college grade in Ohio could not be taught by our universities, although we have four in the State. In spite of the marvelous growth of our State universities and of other independent universities, like Chicago and Cornell, it is significant that out of the nearly 130,000 collegiate students of America over 60 per cent (in Ohio 70 per cent) are to-day enrolled in the colleges. And it may not be amiss to remind you that most of these are small colleges, for out of the 479 institutions listed in the last report of the Commissioner of Education, 423 have less than 500 collegiate students each, while 321 have less than 200 students each.

The College is needed and will be needed because of the very numbers of young people desiring higher education. This is saying nothing of a fact of the utmost importance that the college ministers to a local constituency. It is a great advantage to any State to have its counties well supplied with educational institutions of high grade.

These are reasons for believing that the College is a

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fixed element in our educational system, and that the discussions of the past few years have left it stronger than it was before, and with its four-year course still intact. It will remain as one of the things that cannot be shaken.

II. Our second inquiry is less simple. What is the distinctive work for the College which no other institution can do so well and which therefore gives it its permanent reason for being? Our chief difficulty here is how to compress into ten minutes what needs to be said. And I must apologize in advance for the inadequacy of this treatment of a great theme.

If the chief aim of life is to live worthily, then the chief aim of education is to train men to live worthily. Any narrower conception is itself unworthy. Now worthy living depends primarily upon life's emphasis. That emphasis will more likely be rightly placed if one's vision of life is broad and inclusive. What we call culture is only another name for broad vision of life. Education will fail most signally, whatever else it may do, if it does not succeed in arousing interest in the things really worth while. This work, I affirm, can be done better by the College than by the Secondary School, or University, or even the University College, although all these are contributing their part to this result. We may dismiss the secondary school, valuable and necessary as its work is, by noting that the secondary school student is too young and immature to appreciate life's best values. We may hurry the process of acquisition of knowledge, but we cannot much accelerate the growth of the soul.

The aim of the university with its highly specialized departments is to give equipment for each man's special task in life. The student there learns to do one thing supremely well in order that by doing it he may win a place in the world's esteem and be of service to his fellow men. But

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unless a man has his broad vision before he enters the university, he will not get it there. Even the undergraduate department of the university suffers at this point. The university atmosphere is a specialized and professional atmosphere. The university ideals do not contribute to a broad view of life. They are high, but narrow. Having said this, it is necessary to say in the next breath that these statements are true only in general. There are conspicuous exceptions. There are Colleges into which the university ideals and methods have entered so thoroughly or which have grown so unwieldy in size, that they cease to manifest the College characteristics. On the other hand, not only are there universities so called which are really Colleges, but further there are some true universities in which the undergraduate department has never suffered eclipse by the professional schools, but still remains a real College.

Nor would I be understood as declaring that there is no broad outlook on life in the university college. Well do I know that worthy teachers in many such colleges are doing their best to inspire their pupils with loftiest ideals and to train them for the most useful living. My only contention is that this great aim of education can be better attained in the small college than anywhere else, because of its emphasis on broad culture as over against specialization, on the man as over against his vocation, and on the importance of ideas and ideals as over against the modern world spirit of commercialism.

1. The world demands specialists, and it is right. We cannot go back to the days when one man could do everything. The differentiation of tasks has meant a great increase in efficiency. Educators have been quick to respond to this demand, and technical schools, trade schools, professional schools with their often minute specialization, are fitting men to do well this work of the world. But a narrow

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specialist is a very incomplete man. Men must do their specific life task, but they must do much more. They must enter into a hundred relations in the home, in the Church, in the shop, the community, the State. Citizenship makes its imperious claim upon them. To be a specialist does not fit for these relations. In Dr. Butler's phrase, what society needs is "broad men sharpened to a point." Ability to do one's life task supremely well must not prevent a preparation to do these other tasks at least respectably well. So besides specialization there is need of a broadening culture that shall fill out the measure of the man and make him equal to all duties in all relations.

2. A great deal of emphasis is being laid to-day on vocational training, and one would think that parent or schoolmaster or even the boy himself at 12 or 15 can tell what vocation he is later to pursue, and that he should then immediately seek to fit himself for it by a narrow specialization. Some of us who are not doing at all what we thought or dreamed we should, or who have watched the changing ambitions and the unexpected appearance of new aptitudes in a developing boy, are a little skeptical on the whole subject of vocational training. It sounds beautiful and wise, but does it fit the growing boy? But there is something else to be considered. Dr. Gunsaulus and President King are only two of many voices proclaiming to-day that the most important thing in education is emphasis upon the personality. This bundle of capabilities we call an individual is put into the hands of us educators not only to be trained to do something well, but also to be something worthy. The life is more than the meat; the man is greater than his task. To be is more important than to do, even though one becomes only that he may achieve. Nowhere is there so much pains taken with the personality, in guarding its development, in calling out its best capacities, in empha-

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sizing its most important phases, as in the College. Personality educates personality, and contact is necessary for this result. In the impressive illustration of Judge Buffington, you may charge two wires with any amount of voltage; so long as you keep them apart there is no result, but bring them together and light and heat and power flow from one to the other. So you may put ever so learned a professor in his chair, and ever so bright a student on the bench; so long as you keep them apart there can be no educational result. Only as they are brought into contact can the one powerfully affect the other. Separate professor and student by numbers or methods or any other barrier, and personality cannot influence personality. Herein has always been the chief glory of the small college and will ever be. No university classroom with its crowds, and no over-grown College, can accomplish for character building, for calling forth the utmost that is in each student, and training his individual powers, what the small college has done and is doing. Is this not worth doing? It is, in my judgment, so much worth doing that all institutions, large or small, are going to exalt it more and more and make it the cornerstone of the collegiate education.

3. But another thing also needs to be said. Both these things, specialization and vocational training, have received a strong accent from the American spirit of commercialism. An address before one of our universities this year had as its text a quotation from the university catalogue: "The successful man of to-day is one who has an education that has a market value." There you have it boldly (indeed I had almost said impudently) stated. How far that commercialism has invaded the sacred halls of home and school and Church needs not be said. Too far alas. Where to-day is the institution that most vigorously and most successfully combats this vicious, selfish, perverted, ignorant worldly

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spirit. Must not the Church and the College divide honors in this matter. The vocational atmosphere of the university makes it less successful in its opposition. In all our educational system the institution that stands pre-eminently for those ideals that are above selfish greed and worldly success, for those interests of society which call for sacrifice, for those endeavors for mankind that bring no financial reward, is the College. We cannot afford to lose its influence upon our youth, those who are to be the leaders of men. We repudiate the doctrine with all our might that the education most to be sought has a market value. The things most worth while in this world have no market value. If love is greater than gold, if appreciation of the beautiful brings a greater satisfaction than the miser knows, if wisdom is more precious than rubies, if the vision of the unseen is more to be desired than houses and lands, then the education that leads the way to these is of more worth than that which opens the door to financial gain. Ideas are worth more to any nation than railroads. Ideals are of greater value than commercial supremacy. For these things the College pre-eminently stands in our educational system. No other institution is doing or can do so well this work of awakening interest in the things most worth while in life and giving inspiration to strive for them. This is so by reason of its emphasis upon a broad culture rather than a narrow specialization, upon a fully developed manhood rather than a vocational training, upon personal and social ideals which are above the crass commercialism of the modern age.

We need to train some men who shall do better than the mass the work of the world. Our secondary schools do this. We need to train some to perform special tasks in an expert manner. Our professional schools do this. We need to train some to be discoverers who shall enlarge the bounds

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of human knowledge. The universities do this. We need to train some to be leaders of their fellow men in political and social aaffirs. These men need some learning, some fitting for life's vocation, but they need something else far more. They need a lofty idealism, a broad survey of human relations, a profound grasp of social problems, ability to penetrate to the heart of obscure and intricate situations, and an ambition to serve spiritual ends, and promote the highest interests of society. This it is the purpose of the College to give, and while many other educational and social institutional contribute to this end in a most helpful way, it is mainly to the Colleges, and the small colleges, if you will, that we must look to furnish this most important factor in our education. The place and work of the small College are found in the spiritual content of education.

The discussion was opened by President Edward D. Eaton of Beloit College, Beloit, Wis., as follows:

THE SMALL COLLEGE, ITS PLACE AND WORK.

Exact classification has been found impossible, as in the natural sciences so in life. Who can tell where the boy ends and where the man begins? We cannot expect to define exactly the function of the College as distinguished from the University. Yet a working classification is necessary. We cannot help asking what shall the College aim to do—what is its distinctive place in the educational system?

The time was, not very long ago, when many college men seemed to have lost heart. The growth of High Schools was so steady and their work so well organized; and on the other hand the development of the Universities was so impressive, with its emphasis laid upon the investigator,

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and with splendid practical results from investigation; that to many the days of the College seemed numbered.

But this state of things is well past. We are rediscovering the College and are giving their meed of praise to those who have maintained against all appearances the essential value in American life of the American College. The paper to which we have just listened states admirably the present situation. There are two aspects of the subject to which attention may be called for a few minutes.

First—The College and the Person. As President Jordan has said, "The first function of Colleges is to make men out of boys, and to secure the boys' co-operation and interest in the process." It is this transitional stage in the personality, from 16 or 17 to 20 or 21 years of age, that is the special domain of the College. It is beyond question that during this period the typical development is not to be secured primarily by the efforts of the investigator. The process is a more subjective one and must appeal to more sides of the nature.

We have grown familiar with the division of the four College years into Junior College and Senior or University College. Now the first two of these years, the immaturer ones, it has been proposed, should be relegated to the High Schools to whose curriculum two College years should be added. Undoubtedly practical considerations in some large centers will lead to such a lengthening of a High School course; but it is impossible for the High School to do the distinctive college work. What the High School senior needs most of all is not to be made a super-senior and given an additional top-loftiness in his immaturity; what he needs is to be put at the bottom and have the bitter but salutary experience of the College Freshman. And all the stronger universities are realizing that their least satisfactory work is done in this same Junior College. The University stu-

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dents are too independent and disparate, or they tend to associate in too limited cliques. A brilliant young alumnus of one of our colleges, now a member of the faculty of a large Eastern University, said to me recently: "The more I see of University life the more I appreciate and admire the organic character of the life of my College, in which each man realized in some real degree that he was a factor in the life of the whole student body and that his contribution was essential to its well-being." It is that that helps make men out of boys.

Turning to the Senior College, here, too, the advantages of our strongest Colleges are great, even as over against the Universities. The youth is still too young to enter upon the work of the investigator. For him to aspire to do so is to run the risk of developing a narrowness which will seriously hamper the development of the complete personality. The time for full specialization is not yet reached. But these two years are of priceless value for the enrichment of the personality, the broadening of the outlook upon life, the deepening of the sense of corporate responsibility. The Senior year in College is the one in which the development of the personality is strongest and most gratifying. Professor Tufts, of the University of Chicago, has well said in a recent paper: "Effective education depends in part on the scientific factor, but there is also a personal factor. One must know his fellows and how to co-operate with them. This is increasingly important with the growing complexity of society. The life of the professional and graduate school is individualistic. If the College can maintain a corporate life in which knowledge is vitalized, in which there is actual give and take, sympathy and friction, active interchange not only between mind and mind, but between will and will, then it will find its own place and live secure."

Second—The College and the Vocation. The old Col-

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lege course which looks now so unpractical to us was really vocational, preparing in the best way then known for the professions as they then existed. The change during the past twenty years in the character of the so-called professions and the large number of new callings which have vindicated their dignity and importance, have made necessary fundamental changes in the College course. During my own years in a College Faculty, I have seen the entire evolution from the old standard College course to the College course of to-day. While this process has at times seemed a blind one, the College faculties feeling their way amid changing conditions, I believe it is true that the process has been in the main a rational one, and that the studies of our best colleges are now in a true and broad sense vocational. It is conceded on all hands that the studies of the first two College years should be of a nature to lay broad foundations in discipline while introducing to various fields of knowledge and culture.

The last two years should lead toward the vocations of life while still retaining the elements making for breadth of culture. The prospective lawyer elects along the lines of Language, History, Philosophy, Political Science, International Law and the like, thus getting a preparation for the more technical legal studies, but not having his mind stiffened into specializing legal forms of thought. He views institutions in their development as something plastic and vital; he sees in social usages a garment woven on the loom of time. He is thus prepared to do his part in the difficult and delicate task of shaping laws for changing times.

The future physician is preparing for his calling by long courses in Biology, Zoology, Chemistry, Physics, Psychology, but at the same time has such a training in the Humanities that when he enters the materialistic atmosphere of the Medical School, he carries with him his view of life

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as something rich in sentiment and divinely mysterious. It is such a training that makes the William Maclures, the Oslers, the Weir Mitchells.

Pre-business courses have a distinct place in College. The young man who is going into business life may specialize along lines of Economics, Finance and Commercial Geography, while learning to apply to mercantile pursuits other studies than merely those of pecuniary gain. A great need of our time is that men should regard their business as their true profession, and should apply professional standards to it. The College might help greatly to this much desired end.

A cheering sign of the times is the increasing co-operation between Universities and Colleges. In Wisconsin our magnificent University is coming into closest relations with the Colleges which are gaining immensely by the sympathetic attitude of the University. While the Universities still show an unregenerate desire to pick off some of the College students of their Senior Colleges, they are contributing substantially to the best development of the Colleges.

Is it not true that the Universities and Colleges need each other? The Universities are inspiring the Colleges by their practical attitude toward life, and by their splendid contributions to the total of human knowledge. And the Colleges are contributing to the Universities great numbers of young people trained by their college life to make a broad and effective use of the advantages of the Universities, which are indispensable for their later development as scholars and professional men.

The term "small College" is not one which it seems desirable to emphasize or perpetuate. Of course Colleges must be moderate in size in order to be genuine colleges, but smallness is not their distinctive attribute. The case is somewhat like that of the home, which we believe in as

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fundamental, but which we do not characterize as the small home, although it is conceivable that it might adopt so many children as to lose its highest worth. It is not the small College, but the strong College, which the future needs.

It has been the glory of the College professor to be a teacher of men. This function, for a time discredited in some quarters, is coming to its own again. In his last report, Dr. H. S. Pritchett says: "Research is a word to conjure with; but in the last two decades more sins have been committed in its name against good teaching than we are likely to atone for in the next generation." The President of one of our largest and most practical Universities is now accustomed to say to his young instructors: "Research is all very well, but you must be teachers." So long as the Colleges magnify the teaching function, so long as they are found to be places where young minds are stimulated and broadly developed, so long as in them the organic quality is maintained, and training is given for the complex relations of life, so long as they can show themselves to be genuinely and fundamentally vocational, so long they will maintain their place among the great educational forces of our country.

Following President Eaton's remarks, the discussion was participated in by Principal O. S. Westcott, of the Robert Waller High School, Chicago, Illinois; Director G. N. Carman, Lewis Institute, Chicago, Illinois; Dean C. M. Woodward, Washington University, St. Louis, Missouri; President C. A. Blanchard, of Wheaton College, Wheaton, Illinois.

DEAN WOODWARD: I have been much interested in this forcible paper. I think every one is willing to concede many valuable features and some advantages in a well-appointed, well-furnished small college. I am myself a graduate of

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what was fifty years ago a small classical college (Harvard), and I recognize the truth of much which the paper contains. I must, however, protest against the reflections cast upon the well-appointed, well-furnished large modern college with its breadth of culture, embracing modern science and technology. I am well acquainted with college life old and new, and I assert with confidence that in zeal for study, in serious purpose, in breadth of sympathy, in freedom from low and sordid aims, and in high ideals, the student of the large, broad college falls not one whit behind the student in the small college. If I may be as frank as President Perry, I claim that the large college man clearly outstrips the other.

President Blanchard: I have been intensely interested in the papers of the morning and in discussions which have followed. I do not think that there is any present subject before the school authorities of our country more important than these which have been discussed.

All persons familiar with the history of education in this country know that the public school system is the child of the college. The colleges made the people willing to bear the taxation that maintains them. The colleges furnished the great teachers who developed the system and conducted the schools.

There is nothing more dangerous to the educational interests of our country than the tendency, now happily passing, to depreciate the college; to divide its work between the high school below and the university above. President Harper years ago said to me that he heard some one say that in twenty-five years there would not be a Christian college left in the country. He said that a college president who listened to the address was so impressed by this statement that he came into Chicago immediately and secured a position as principal of a high school. He asked me what I thought about this statement, and made the remark in

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such a way that I understood him to adopt the prophecy as an expression of his own judgment. His effort to divide the college course into two parts, to get the upper part for the university and the lower part for the high school, was quite in line with the remark which he made to me.

Another present tendency in the universities is in the same direction, and is ethically more objectionable. To propose to kill the college and administer on its estate is bad enough, but to propose to do this under false pretenses is far worse. I have in mind the combined courses now offered by so many of our universities. These courses, speaking generally, ask high school graduates to take two years in college, then two years in a professional school, at the end of which time they receive their first degree in arts. In two years more the universities confer a professional degree. The pretense is that the degree in arts is conferred for four years of study, that the professional degree is conferred for four years of study, but there are only six years out of which to make these two fours.

As the law provides that the professional course cannot be shortened, it is obvious that the universities are actually conferring the first degree in arts for two years of study. Yet they do not admit that they are doing it, and thus discount the requirements for the first degree in arts fifty per cent while professing to maintain the educational standards of the American College.

Personally I do not believe that the two years of elementary professional study are in any wise equivalent to the Junior and Senior years of an honest American College course. But if they are, let the universities confer a degree in arts for the four years of study which include them, and after the student has done four years more of professional work, let him have his professional degree.

This would solve a number of problems; for example,

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the present tendency to ask for five years in medicine. But whatever the universities do, let them do openly and above board. If they wish to confer the first degree in arts for two years' work, let them say so and do it, not professing to require four years, while, in fact, they ask only half that time.

Mr. President, in this connection I call your attention to the fact that twenty-five years ago there was a great outcry for raising the standard for admission to our colleges. East, west, north and south, we heard it everywhere, and we pushed the preparation for college from two years to three and then to four. As soon as this result had been fairly accomplished, the same persons who had been making the outcry began to complain that the courses of study were too long, and that young men ought to come more speedily into their professional lives, so the proposition was, now that you have a four years' preparation for college, knock off the two top years in college and build the professional school on the Sophomore year, then you will have an ideal system.

The only college faculty so far as I know which has ever attempted to determine the relative values of the different years of the college courses is that of Dartmouth. As reported to me, by some one, they reckon the Freshmen year one, the Sophomore year two, the Junior year three and the Senior year four units of pedagogic value. Now the proposition and practice of these great schools, with their millions of money and thousands of students, is to discount the requirements for the first degree fifty per cent, throw out seven units of educational value from the college and retain only three. Whether this report respecting Dartmouth was correct or not I am satisfied that it might properly have been, that the principle involved is sound and will stand.

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What a calamity is being inflicted upon the educational life of our country by this shortening performance! Of course, there are persons who cannot go on to full college courses; they ought not to, and they ought not to desire credit for doing so! If they do desire credit for what they have not done, they are not exactly honest, and if university faculties give them such credit, they are not exactly honest.

Mr. President: I desire to remind the gentlemen present of the contention of Dr. Eliot that, at least, two years are thrown away in the grades. I think every teacher who is familiar with them will admit that this is true. Why not, then, if the course of study is too long, cut out the two years which are now wasted in the grades? Leave the high school substantially where it is, reduce as fast as possible its ambition to be what it is not. Leave the college course where it has been through the last two hundred and fifty years, and put the professional man into his career at a time when the advocates of the "hurry up" method desire. I have, in conclusion, to express my conviction that the whole "hurry up" argument is based on a fallacy which has already worked infinite damage, and will continue to work only harm so long as it is in vogue.

Is it true that young men go to their life task too late? I do not believe it. I believe that the average professional man comes to his professional career too early. A man is permitted to advertise himself as a minister, a physician or a lawyer in our country after less professional study than European countries require of one who wishes to enter upon the business of a shoemaker.

When one reflects upon the crowds of ignorant and oftentimes immoral young men, who have been rushing into our professional schools and then into professional life; dealing with the awful mysteries of the home and the foundations of society as guarded in our courts, it is a marvel

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that we are as well off as we are. Yet in multitudes of instances these young men must have learned their professions at the expense of those who have paid them for practising them.

Mr. President and Gentlemen: I have perhaps taken more than my share of discussion time, but the interests involved are so vast that I am sure you will forgive me. My whole thought may be summed up in a single word: Let public education confine itself to its own field and let high schools cease desiring to be that which in the nature of the case they cannot become. Let the universities confine themselves to their field, and especially let them not use all the weight of their money and numbers to degrade the standard of college education in the United States by fifty per cent.

And finally, let the young man who looks forward to a professional career look forward deliberately. Let him remember that the position to which he aspires is a high and holy one, and instead of a nervous anxiety lest he lose the income of a couple of years, let him fear that he should wrong those who trust him by an insufficient preparation, and let the American College, which has been father and mother, support and inspiration to the educational system of our country be honored for the magnificent results which it has directly and indirectly accomplished.

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AFTERNOON SESSION,

Friday, March 26, 1909.

The report of the Commission on Accredited Schools and Colleges was presented by President George E. MacLean, State University of Iowa. In presenting the report President MacLean said:

You are having put into your hands the report of the Committee on College Standards. By way of preface to the presentation of this report, I will say that last year upon the adjournment of the Association the Commission met and set up a basis or plan for accrediting colleges; they established the machinery for the purpose; they agreed, however, not to set up the standards. Some of you will recall that last year this Association, with me as schoolmaster, kept school a half day on the matter of college standards. We had fourteen objective standards over which we contended. The purpose of that school-keeping was fulfilled. It was simply an educational meeting. The standards proposed combined educational and financial standards. At the meeting of the Commission upon the adjournment of this Association, it was determined simply during the year to gather data. We have been unable to gather the data because we did not send out the blanks. We learned that the Carnegie Foundation had substantially gathered the information. We, therefore, have made some use of the information that they had; secondly, President Hughes, of Ripon College, who was substituted for President King, of Oberlin College, owing to President King's resignation, had some correspondence within our Association, and we have had certain schedules prepared as a result of his cor-

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respondence and as a result of the data gathered by the Carnegie Foundation, and also from the report of the United States Commissioners of Education. We to-day then come before you hoping that you will further give a mandate to your Commission to advance and to use for accrediting the machinery that was established last year. We come not with a specific report in matters of detail, but with a report that presents in the main general principles and a few recognized practices.

To appreciate our report it may be necessary that you have one bit further of history. Last November the National Association of State Universities, in their meeting at Washington, heard a report of a committee that had been out for three years on standards for American Universities. The report of that committee was adopted by that Association. That committee discovered in order to set up standards for an American University, that they must incidentally do something with standards for American Colleges. At the meeting of the Association of American Universities at Cornell University, New York, in January, the report adopted by the National Association of State Universities, was presented, and the Association of American Universities, as I am informed, indorsed the main points of this report adopted by the National Association of State Universities, and some of those main points, as they bear upon colleges, are in the report presented to you to-day.

One word more by way of preface. It is an open secret that the Carnegie Foundation is studying the data it has collected with reference to this same problem of standardizing the American College. You are well aware that the foundation practically adopted the standard for the American College existing on the statutes of the State of New York. You recall the standard—two hundred thousand dollars of productive endowment, not less than six full chairs

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of instruction, four years of high school preparation required for admission, or fourteen units, and one hundred and twenty hours required for graduation. This statutory standard for the American University was fixed some time ago, and you will recognize it is not sufficient and is in gross.

The hope of the Carnegie Foundation, as I am informed, the Association of American Universities, as well as the National Association of State Universities, is that within two years we can so digest our data and so develop the points that have been set out, that we can have reasonable and fair standards for what will be called a standard American University.

REPORT OF COMMITTEE ON COLLEGE STANDARDS.

The Committee recommends that College Standards for admission to the accredited list of the North Central Association of Colleges and Secondary Schools be as follows:

1. The Standard American College is a college with a four years' curriculum with a tendency to differentiate its parts in such a way that the first two years are a continuation of, and a supplemnt to, the work of secondary instruction as given in the high school, while the last two years are shaped more and more distinctly in the direction of special, professional, or university instruction. For students who are not to enter professional or graduate schools, and for those who are willing to lay a broader foundation for their professions than is laid by those who specialize at the end of the sophomore year in the university, the four years' college work may be treated as a unit. For those who have chosen their professions the last two years in the best in-

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dependent colleges should provide ample opportunities for training preliminary to the professions. The Independent college may thus become a co-operative university college.

2. The minimum scholastic requirement of all instructors shall be equivalent to graduation from a college belonging to this Association, and graduate work equal at least to that required for a Master's degree. Graduate study and training in research equivalent to that required for the Ph.D. degree is usually necessary, but an instructor's success is to be determined by the efficiency of his teaching and not by his research work.

3. The college shall require for admission not less than fourteen secondary units, as defined by this Association.

4. The college shall require not less than twelve college units, or 120 semester hours for graduation.

5. The character of the curriculum, the efficiency of instruction, the scientific spirit, the standard for regular degrees, the conservatism in granting honorary degrees, the tone of the institution shall be chief factors in determining eligibility.

6. The college should be provided with adequate books in the library and laboratory equipment to develop fully and illustrate each course taught.

7. The number of hours of work given by each instructor will vary in the different departments. To determine this the amount of preparation required for the class and the time needed for study to keep abreast of the subject, together with the number of students, must be taken into account.

8. The college must be able to prepare its graduates

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to enter without conditions as candidates for advanced degrees reputable graduate colleges.

9. No institution shall be considered for membership or retain membership, unless a regular blank has been filed with the Commission, and is filed triennially unless the inspectors have waived the presentation of the triennial blank.

10. The local inspector shall be the organ of communication between the College and the Commission.

Following the reading of this report President Hughes spoke as follows:

I think the report must be plain enough not to need any other remarks, but I wish to say a few words about Section 1 and Section 2, as they are the ones I believe of the most interest to the independent college. In preparing these two sections I corresponded with a large number of college men to get their sentiment. There is no question at all in the mind of any of these college men about the integrity of the four year college. That has been questioned throughout the country a good deal, and the thing I want to say is that in Wisconsin we do not raise that question. The best friend the independent college has in Wisconsin is the President of our State University. I sent an invitation for him to send one of his deans to inspect our own college. He sent the dean of the Engineering School, and their engineering course covers four years' preparation for work in the university, and his criticism of our course was that we had too little language and that he wanted more economics, wanted more college work, more distinctly college work, and less technical work given by the college. That comes from the dean of the Engineering School of the State University.

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I want to say, to bear witness to what I believe to be a fact, that the university men and the deans of technical and professional schools are deeply interested in maintaining the old line, independent, isolated, volunteer—some have been using the word "small," but I don't like that word; there are no small colleges—but the old line American college. I don't like to hear some of the things said I heard this morning, which seemed to divide the university and the technical school from the college. If there is any one sentence of which I am proud, it is the last sentence in Section 1, "The independent college may thus become a co-operative university college." The boy who goes to the four-year college, if he can, ought to know his destination; and the college ought to prepare him for his destination; so that the independent college and other colleges can become the co-operative university college. We left out the word "affiliated" college, because it had some implications that we do not want; it must remain independent; it must do the kind of work the university college is doing, and must do it in co-operation with the university. If there is any trend of the times in modern higher education, it is co-operation, and every independent college must co-operate with the best university within its reach; I am very sure that the time is very rapidly approaching—it has already come in Wisconsin, and I am told it has come in other states. We have entirely left out here any reference to the college that is so meagre in its equipment, so weak in its teaching force and in its number of teachers that it can not offer four years of work. There are strong colleges who give strong work for four years, who give poor work if it must be carried over four years in certain departments. I don't believe any student ought to take consecutive work in one department for four years under one professor; at least two men ought to teach during those four years. I think it is

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an educational crime to hold a student for four years with a faculty so small that he may study in one department during the entire four years under the same instructor. A college of that sort can give four years of work in certain departments, three years in others, and two years in others and practically become a junior college. I am saying this now of my own motion, not representing the committee or anyone else, and all reference to that is left out of this report, simply maintaining that the colleges must grow as rapidly as possible to this full four years' course.

In Section 2, I want to call your attention to the emphasis, "The minimum scholastic requirement of all instructors shall be equivalent, etc. * * * but an instructor's success is to be determined by the efficiency of his teaching and not by his research work." It is to be the teaching ability that is to be recognized, and not the amount of research. Of course, he must be interested in the affairs of the public sufficiently to take time enough to keep abreast of the times, but by a teacher the college must get its glory, it must get ity glory by maintaining a teaching faculty. The university must more and more become a research institution and the college must continue to be a teaching institution.

I want to say just a word in passing on Section 6. "The college should be provided with adequate books in the library and laboratory equipment to develop fully and illustrate each course taught." Some one, I am afraid, will say that we ought to define "adequate." It would take a full text-book to do that at this stage, but a commission or a committee can very readily determine whether a college is adequately equipped for any specific course. For instance, a college ought not to offer a course in physics, if you please, without a laboratory and having a laboratory it should be adequately equipped for the general course offered. Section 6 is simply a wedge opening up the way, and

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further definitions are sure to follow. Work can be done on that section for many years to come, but it is not as indefinite as it seems to be. A committee can decide very quickly whether a college is adequately equipped for all it is attempting to do. The college with the limited number of students can be thoroughly self-respecting and thoroughly strong, and if it will confine its work to the thing it is equipped to do, can do just as good work as the larger institutions by reason of the smaller number of students. One splendid university professor told one of my faculty that we were using exactly the same course and that he envied us because of our advantage of being able to teach with our equipment the lesser number of students, where every student can use the entire equipment. We must remember that the glory of the college is in the limited attendance, the close teaching in the class room, and free use of all the equipment. Having that, then, the college must be thoroughly honest in having the equipment for the thing it advertises to do.

Just one more word. Any college that wishes to join this Association that can not offer full four years' work, as outlined here, is helped by a report of this kind to come just as rapidly as possible to the four years of work. We must recognize that there are colleges of that sort—they are not members here now—doing good work. There are some here now who, a few years ago, would have been thrown out on the report of last year, but who have come to full strength within the last two or three years. I am very sure there are others of the same sort. The trend of the times is in favor of the independent, strong college, isolated from the university, provided it comes under something of this sort.

At this point President MacLean offered an amendment to the report of the Committee on College Standards, sub-

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stituting the following for Section 8: "The college must be able to prepare its graduates to enter without conditions as candidates for advanced grades reputable graduate schools."

There being no objection the amendment was accepted.

REPORT OF COMMITTEE ON DEFINITION OF UNITS.

Mr. Edward L. Harris, Central High School, Cleveland, Ohio, presented the report of Committee on Definitions of Units, which report is as follows:

1. SECONDARY SCHOOL.

A Unit Course of Study in a Secondary School is defined as a course covering an academic year that shall include in the aggregate not less than one hundred and twenty sixty-minute hours of class room work, two hours of Manual Training or Laboratory Work being equivalent to one hour of class room work.

2. THE COLLEGE.

A Unit Course of Study in the College is defined as a course covering an academic year that shall include in the aggregate not less than one hundred and fifty sixty-minute hours of class room work; at least two hours of Laboratory, Drawing, Shop, or Field Work, being equivalent to one hour of class room work.

Respectfully submitted,

EDWARD L. HARRIS,
CHARLES H. BENJAMIN,
GEORGE W. BENTON,
RICHARD C. HUGHES,
GEORGE N. CARMAN,
Committee.

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The report of the Chairman of the Board of Inspectors, Mr. A. S. Whitney, University of Michigan, was then presented, as follows:

BOARD OF INSPECTORS.

AITON, G. B., State of Minnesota, Minneapolis.
BALLOU, F. W., University of Cincinnati, Cincinnati.
BUTLER, NATHANIEL, University of Chicago, Chicago.
DUNIWAY, C. A., University of Montana, Missoula.
ELLIFF, J. D., University of Missouri, Columbia.
ENSIGN, F. C., University of Iowa, Iowa City.
HALL, L. J., Asst. Supt. Public Instruction, Missouri, Jefferson City.
HEYWARD, RICHARD, State of North Dakota, Grand Forks.
HOLLAND, E. O., University of Indiana, Bloomington.
HOLLISTER, H. A., University of Illinois, Champaign.
JOHNSON, W. H., University of Kansas, Lawrence.
LIBBY, WALTER, Northwestern University, Evanston.
PEARSON, F. B., Ohio State University, Columbus.
REED, A. A., University of Nebraska, Lincoln.
SWANSON, C. E., Public Instruction, Pierre, So. Dak.
TERRY, H. L., State of Wisconsin, Madison.
THOMPSON, FRANK E., University of Colorado, Boulder.
TRESSLER, A. W., University of Wisconsin, Madison.
TRETTIEN, A. W., University of So. Dakota, Vermillion.
TWISS, GEO. R., Ohio State University, Columbus.

WHITNEY, A. S., University of Michigan, Ann Arbor.
CHAIRMAN.

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STANDARDS OF ADMISSION.

The aim of the North Central Association of Colleges and Secondary Schools is, first, to bring about a better acquaintance, a keener sympathy and a heartier coöperation between the Colleges and Secondary Schools of this territory; secondly, to consider common educational problems and to devise best ways and means of solving them; and thirdly, to promote the physical, intellectual and moral well being of students by urging proper sanitary conditions of school buildings, adequate library and laboratory facilities, and higher standards of scholarship and of remuneration of teachers. The Association is voluntary, organized and devoted solely to the highest welfare of the boys and girls of this territory, and it bespeaks the cordial and sympathetic support of all school men.

The following constitute the standards of admission to this Association for the present year:

1. No school shall be accredited which does not require fifteen units, as defined by the Association, for graduation. More than twenty periods per week should be discouraged.

2. The minimum scholastic attainment of all high school teachers shall be equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools, including special training in the subjects they teach, although such requirements shall not be construed as retroactive.

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3. The number of daily periods of class-room instruction given by any one teacher should not exceed five, each to extend over at least forty minutes in the clear. The Association advises five periods. The Board of Inspectors will reject all schools having more than six recitation periods per day for any teacher.

4. The laboratory and library facilities shall be adequate to the needs of instruction in the subjects taught as outlined by the Association.

5. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

6. The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school are paramount factors, and therefore only schools which rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.

7. Wherever there is reasonable doubt concerning the efficiency of a school, the Association will accept that doubt as ground sufficient to justify rejection.

8. The Association will decline to consider any school whose teaching force consists of fewer than four teachers of academic subjects exclusive of the Superintendent.

9. No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. In case of schools having twelve or more teachers a complete re-

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port on teachers once in three years will be sufficient; but full data relative to changes should be presented annually.

10. All schools whose records show an abnormal number of pupils per teacher, as based on average number belonging, even though they may technically meet all other requirements, are rejected. The Association recognizes thirty as maximum.

11. The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association.

12. The organ of communication between the accredited schools and the Secretary of the Commission for the purpose of distributing, collecting, and filing the annual reports of such schools and for such other purposes as the Association may direct, is as follows:

a. In states having such an official, the Inspector of Schools appointed by the state university. b. In other states the Inspector of Schools appointed by state authority, or, if there be no such official, such person or persons as the Secretary of the Commission may select.

The Association is very conservative, believing that such action will eventually work to the highest interests of the schools and the Association. It aims to accredit only those schools which possess organization, teaching force, standards of scholarship, equipment, esprit de corps, etc., of such character as will unhesitatingly commend them to any educator, college or university in the North Central territory.

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ACCREDITED SCHOOLS.

Colorado

Aspen
Canon City
Canon City: South
Colorado Springs
Colorado State Preparatory: (Boulder)
Cripple Creek
Delta
Denver:
  East Side
  West Side
  North Side
  South Side
  Manual Training
Durango
Florence
Fort Collins
Fort Morgan
Golden
Grand Junction
Greeley
Idaho Springs
Leadville
Longmont
Loveland
Monte Vista
La Junta: (Otero County)
Pueblo:
  District 1
  District 20
Rocky Ford
Salida
Trinidad
Victor

Illinois

Alton
Aurora:
  East
  West
Belleville
Belvidere:
  North
  South
Bloomington
Blue Island
Bradley Polytechnic Institute: (Peoria)
Cairo
Carthage
Carthage Col. Academy
Centralia
Champaign
Chicago:
  Austin
  Calumet
  Crane (Man. Tr.)
  Curtis
  Englewood
  Hyde Park
  Lake
  Lake View

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Illinois (continued)

Chicago:
- Marshall
- McKinley
- Medill
- Phillips
- South Chicago
- Tuley
- Waller

Chicago Heights (Bloom Tp.)
Clinton
Danville
Decatur
DeKalb Tp.
Des Plaines (Maine Tp.)
Dixon
Dundee
Duquoin Tp.
Elgin
Elgin Academy
Evanston Tp.
Evanston Academy
Ferry Hall (Lake Forest)
Francis Shimer Academy
F. W. Parker (Chicago)
Freeport
Galva
Grand Prairie Seminary (Onarga)
Harrisburg Tp.
Harvey (Thornton Tp.)
Highland Park (Deerfield Tp.)
Hinsdale
Hoopeston
Ill. Woman's Col. Prep. Dept. (Jacksonville)
Jacksonville
Joliet Tp.
J. Sterling Morton Tp.
Kankakee
New Trier Tp.
Kenwood Institute (Chicago)
Kewanee
Lake Forest Academy
La Salle (Peru Tp.)
Lovington Tp.
Lyons Tp. (La Grange)
Macomb
Marshall
Mattoon
Maywood and Melrose Park Tp.
Moline
Monmouth
Morgan Park
Mt. Vernon Tp.
Normal
N. W. Military Academy
Oak Park Tp.
Ottawa Tp.
Pekin
Peoria
Polo
Pontiac Tp.
Princeton Tp.
Quincy
Rochelle
Rockford
Rock Island
Savanna Tp.
Springfield
Sterling Tp.
Streator Tp.
Sycamore
Taylorville Tp.
Tuscola
Urbana
Waukegan Tp.
Western Mil. Acad. (Upper Alton)
Wheaton

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Indiana

Alexandria
Anderson
Angola
Attica
Bedford
Columbus
Connersville
Crawfordsville
Evansville
Ft. Wayne
Frankfort
Franklin
Goshen
Greenfield
Greensburg
Howe (Lima)
Huntington
Indianapolis
  Manual Training
  Shortridge
Lafayette
La Porte
Michigan City
Mishawaka
Mount Vernon
Muncie
New Albany
New Castle
Noblesville
Peru
Plymouth
Rensselaer
Rochester
Rushville
Seymour
South Bend
Terre Haute
Tipton
Union City
Valparaiso
Wabash
Warsaw
Washington

Iowa

Algona
Ames
Boone
Burlington
Cedar Rapids
Centerville
Cherokee
Clarinda
Clinton
Corning
Corydon
Council Bluffs
Cresco
Creston
Davenport
Decorah
Denison
Des Moines:
  East
  North
  West
Dubuque
Eagle Grove
Fort Dodge
Grinnell
Ida Grove
Independence
Iowa City
Keokuk
Marengo
Marion
Marshalltown
Mason City
Missouri Valley
Muscatine
Newton
Osage

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Iowa (continued)

Onawa
Oskaloosa
Ottumwa
Red Oak
Sac City
Sheldon
Sioux City
Spencer
Villisca
Vinton
Washington
Waterloo:
  East
  West
West Liberty

Kansas

Abilene
Arkansas City
Emporia
Ft. Scott
Hiawatha
Holton
Iola
Junction City
Kansas City
Lawrence
Leavenworth
Ottawa
Paola
Sumner Co. (Wellington)
Topeka
Wichita
Winfield

Michigan

Adrian
Albion
Alpena
Ann Arbor
Battle Creek
Bay City:
  East
  West
Belding
Benton Harbor
Benton Harbor Col. Inst.
Bessemer
Big Rapids
Birmingham
Cadillac
Calumet
Caro
Charlotte
Cheboygan
Chelsea
Coldwater
Crystal Falls
Detroit:
  Central
  Eastern
  Higgins
  Home and Day
  Macmillan
  University
  Western
Dowagiac
Escanaba
Grand Rapids
Grand Haven
Hancock
Hastings
Holland
Houghton
Howell
Ionia
Iron Mountain
Ironwood
Ishpeming
Jackson
Kalamazoo

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Michigan (continued)

Lake Linden
Lansing
Ludington
Manistee
Manistique
Marshall
Marquette
Menominee
Monroe
Muskegon
Mt. Clemens
Mt. Pleasant
Negaunee
Niles
Norway
Otsego
Petoskey
Pontiac
Port Huron
Portland
Saginaw:
  East
  West
Sault Ste. Marie
South Haven
St. Johns
St. Joseph
Three Rivers
Traverse City
Union City
Wyandotte
Ypsilanti

Minnesota

Albert Lea
Anoka
Austin
Blue Earth
Cloquet
Duluth Central
Eveleth
Fairmont
Faribault
Fergus Falls
Grand Rapids
Hastings
Hibbing
Hutchinson
Lake City
Mankato
Marshall
Minneapolis:
  Central
  East
  North
  South
  West
Montevideo
Moorhead
Morris
New Ulm
Northfield
Owatonna
Red Wing
Rochester
St. Cloud
St. James
St. Paul:
  Central
  Cleveland
  Humboldt
St. Peter
Sleepy Eye
Stillwater
Two Harbors
Virginia
Waseca
Wells
Willmar
Winona

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Missouri

Blees Military Academy (Macon)
Carrolton
Carthage
Drury College Academy (Springfield)
Hardin College (Mexico)
Kansas City:
  Central
  Manual Training
  Westport
Kemper Military School (Booneville)
Maryville
Mexico
Nevada
Poplar Bluff
Saint Louis:
  Central
  McKinley
  Yeatman
  Smith Academy
  Hosmer Hall
  Manual Training
Saint Joseph
Sedalia
Stephens College
Trenton
West Minster Academy
Walther College (St. Louis)
William Woods College (Fulton)
Wentworth Military Academy
Webster Groves

Montana

Anaconda

Nebraska

Beatrice
Blair
Brownell Hall (Omaha)
Falls City
Fairbury
Fremont
Hastings
Hastings Academy
Holdrege
Kearney
Lincoln
Lincoln Academy
Nebraska City
Nebraska Military Academy
Nebraska Wesleyan Academy
Norfolk
North Platte
Omaha
Pawnee City
Seward
South Omaha
Superior
Tecumseh
York

North Dakota

Devils Lake
Fargo
Grafton
Grand Forks
Jamestown

Ohio

Akron
Akron Buchtel Academy
Ashtabula
Athens
Bellefontaine
Bowling Green

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Ohio (continued)

Bryan
Cambridge
Canal Dover
Canton
Chillicothe
Cincinnati:
  Franklin School
  Hughes
  Walnut Hills
  Woodward
  University School
Circleville
Cleveland
  Central
  Glenville
  Lincoln
  South
  West
  University School
Cleveland Heights
Collinwood
Columbus:
  Central
  East
  North
  South
  School for Girls
Conneaut
Coshocton
Defiance
Delaware
Doane Academy (Granville)
East Cleveland
East Liverpool
Elyria
Findlay
Fostoria
Fremont
Gallipolis
Geneva
Glendale
Greenfield
Greenville
Hamilton
Hillsboro
Kent
Kenton
Lakewood
Lima
London
Lorain
Madisonville
Mansfield
Marietta
Marion
Martins Ferry
Marysville
Massillon
Middletown
Mt. Vernon
Nelsonville
Newark
New Philadelphia
Norwood
Oberlin
Oberlin Academy
Oxford College for Women (Academy)
Painesville
Piqua
Portsmouth
Ravenna
Salem
Sandusky
Sidney
Steubenville
St. Marys
Toledo
Toledo Smead School
Troy

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Ohio (continued)

Urbana
Van Wert
Wapakoneta
Warren
Wauseon
Wellsville
Willoughby
Wooster
Wyoming
Xenia
Zanesville

Oklahoma

Muskogee
Oklahoma City

South Dakota

Aberdeen
All Saints (Sioux Falls)
Brookings
Canton
Deadwood
Huron
Lead
Mitchell
Pierre
Rapid City
Sioux Falls
Vermillion
Watertown
Webster
Yankton

Wisconsin

Antigo
Appleton
Ashland
Baraboo
Beaver Dam
Wayland Academy (Beaver Dam)
Beloit
Beloit Academy
Chippewa Falls
Columbus
Delavan
Eau Claire
Elkhorn
Evansville
Fond du Lac
Fort Atkinson
Grand Rapids
Green Bay (East)
Hartford
Hudson
Janesville
Kaukauna
Kenosha
La Crosse
Lancaster
Madison
Madison: (Wisconsin Academy)
Manitowoc:
North
West
Marinette
Marshfield
Menomonie
Merrill
Milwaukee
East
North
South
West
Milwaukee-Downer Seminary
Monroe
Neenah
Neillsville
New Richmond
Oconomowoc

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Wisconsin (continued)

Oconto
Oshkosh
Platteville
Plymouth
Racine
Racine College Grammar School
Reedsburg
Rhinelander
Ripon
River Falls
Sheboygan
Sinsinawa St. Clara Academy
South Milwaukee
Sparta
Stevens Point
Stoughton
Sturgeon Bay
Superior:
  Blaine
  Nelson Dewey
Tomah
Viroqua
Washburn
Waukesha
Carroll College Academy (Waukesha)
Waupaca
Wausau
Wauwatosa
Whitewater

Wyoming

Cheyenne

The report of the Chairman of the Committee on College Entrance Requirements in English was then presented by Professor Fred N. Scott, of the University of Michigan.

REPORT OF THE COMMITTEE ON COLLEGE ENTRANCE REQUIREMENTS IN ENGLISH.

The Conference on Uniform Entrance Requirements in English voted that the following requirement for the years 1913, 1914 and 1915 should be recommended to the constituent bodies for adoption:

Preparation in English has two main objects. *(1)* command of correct and clear English, spoken and written; *(2)* ability to read with accuracy, intelligence, and appreciation.

The first object requires instruction in grammar and

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composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description, and easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

The second object is sought by means of two lists of books, headed respectively *reading* and *study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads and with their place in literary history.

a. READING—The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the

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books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units* are to be selected, two from each group:

I. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's Aeneid. The Odyssey, Iliad, and Aeneid should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

II. Shakspere's Merchant of Venice; Midsummer Night's Dream; As You Like It; Twelfth Night; Henry the Fifth; Julius Caesar.

III. Defoe's Robinson Crusoe, Part I; Goldsmith's Vicar of Wakefield; either Scott's Ivanhoe or Scott's Quentin Durward; Hawthorne's House of the Seven Gables; either Dickens' David Copperfield, or Dickens' Tale of Two Cities; Thackeray's Henry Esmond; Mrs. Gaskell's Cranford; George Eliot's Silas Marner; Stevenson's Treasure Island.

IV. Bunyan's Pilgrim's Progress, Part I; The Sir Roger De Coverley Papers in the Spectator; Franklin's

* Each unit is set off by semicolons.

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Autobiography (condensed); Irving's Sketch Book; Macaulay's Essays on Lord Clive and Warren Hastings; Thackeray's English Humorists; Selections from Lincoln, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman's Oregon Trail; either Thoreau's Walden or Huxley's Autobiography and selections from Lay Sermons, including the addresses on Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk; Stevenson's Inland Voyage and Travels With a Donkey.

V. Palgrave's Golden Treasury (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's Elegy in a Country Churchyard and Goldsmith's Deserted Village; Coleridge's Ancient Mariner and Lowell's Vision of Sir Launfal; Scott's Lady of the Lake; Byron's Childe Harold, Canto IV, and Prisoner of Chillon; Palgrave's Golden Treasury (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley; Poe's Raven, Longfellow's Courtship of Miles Standish, and Whittier's Snow-Bound; Macaulay's Lays of Ancient Rome and Arnold's Sohrab and Rustum; Tennyson's Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur; Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City.

b. STUDY—This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the

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exact meaning of words and phrases, and the understanding of allusions. For this close reading are provided a play, a group of poems, an oration, and an essay, as follows:

Shakspere's Macbeth; Milton's L'Allegro, Il Penseroso, and Comus; either Burke's Speech on Conciliation with America, or both Washington's Farewell Address, and Webter's First Bunker Hill Oration; either Macaulay's Life of Johnson, or Carlyle's Essay on Burns.

However accurate in subject matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which may be taken as a preliminary, and the other as a final.

The first part of the examination will be upon ten units chosen, in accordance with the plan described earlier, from the lists headed *reading;* and it may include also questions upon grammar and the simpler principles of rhetoric, and a short composition upon some topic drawn from the student's general knowledge or experience. In grammar and rhetoric, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English which one should know in distinction from current errors. On the books prescribed for reading, the form of the examination will usually be the writing of short paragraphs on several topics which the candidate may choose out of a considerable number. These topics will involve such knowledge and appreciation of plot, character-development and other qualities of style and treatment as may be fairly expected of boys and girls.

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The second part of the examination will include composition and those books comprised in the list headed *study*. The test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books prescribed for *study*, from the candidate's other studies, and from his personal knowledge and experiences quite apart from reading. For this purpose the examiner will provide several subjects, perhaps five or six, from which the candidate may make his own selections. The test on the books prescribed for study will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

Prof. Scott also read the following Constitution adopted at the same meeting:

CONSTITUTION OF THE NATIONAL CONFERENCE ON UNIFORM ENTRANCE REQUIREMENTS IN ENGLISH.

Adopted at New York, February 22, 1909.

ARTICLE I.

NAME.

The name of this body shall be the National Conference on Uniform Entrance Requirements in English.

ARTICLE II.

OBJECT.

The purpose of the Conference shall be to frame uniform entrance requirements in English for admission to colleges and scientific schools, and to make recommendations in regard to work in English in secondary schools.

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ARTICLE III.

MEMBERSHIP.

1. The Conference shall be composed of delegates from the following organizations:

The New England Association of Colleges and Preparatory Schools, The Association of Colleges and Preparatory Schools of the Middle States and Maryland, The North Central Association of Colleges and Secondary Schools, The Association of Colleges and Preparatory Schools of the Southern States, The Conference of New England Colleges on Entrance Requirements in English, The College Entrance Examination Board, and such other organizations as may be elected to membership.

Each of the constituent bodies shall be entitled to three delegates.

2. Before any meeting the Executive Committee may suggest, by letter, to the duly appointed delegates, the name of any organization that it recommends for membership. If the suggestion is approved by a majority of the delegates, the Committee may invite this organization to be represented at the meeting. Permanent membership in the Conference, however, shall be given only by vote of the Conference at a regular meeting.

ARTICLE IV.

OFFICERS.

The officers of the Conference shall be a Chairman, Vice-Chairman and Secretary-Treasurer, who shall be elected at the opening of each meeting, and who shall hold office until their successors are elected.

ARTICLE V.

EXECUTIVE COMMITTEE.

There shall be an Executive Committee consisting of the officers and two other members elected by the Conference. This committee shall have charge of the business of the Conference in the intervals between the meetings, and shall authorize all expenditures; it shall attend to the printing of the reports of the Conference, and conduct the necessary correspondence, including the sending out of circulars of inquiry when deemed desirable, and shall fix the time and place for the regular meetings.

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ARTICLE VI.

MEETINGS.

Meetings of the Conference shall he held, at the call of the Executive Committee, at least once in three years.

ARTICLE VII.

FINANCES.

Each organization represented in the Conference shall contribute ten dollars annually to meet the incidental expenses.

ARTICLE VIII.

AMENDMENTS.

This constitution may be altered or amended at any regularly called meeting of the Conference by a two-thirds vote of the organizations represented, each organization having one vote.

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MORNING SESSION, SATURDAY, MARCH 27, 1909.

REPORT OF AUDITING COMMITTEE.

The Auditing Committee submitted the following report:

The Committee appointed to audit the books of the Treasurer have examined the vouchers and added the items of the account, and find the Treasurer's report agrees with these in every particular.

GEO. W. BENTON,
E. L. HARRIS.

March 27, 1909.

Dean C. M. Woodward then presented the report of the Committee on Manual Training, as follows:

REPORT OF THE COMMITTEE ON MANUAL TRAINING.

I would state for the information of the Association generally that the domain of manual training has been extended to comprise not only the mechanic arts and mechanical drawing, but household arts and science, and free-hand drawing and applied art. This completes the round of manual arts if we leave out the athletic and physical training which have not yet been added. The free-hand drawing and applied art have not been reported upon previously, and it is now the privilege of the Committee to report an outline of work covering two units—for free-hand drawing and applied art. This makes the number of units covered by all these specifications twelve; ten having been previous-

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ly made up and two being submitted for your approval today under the head of free-hand drawing and applied art in the following form:

FREE-HAND DRAWING AND APPLIED ARTS.

HOUR BASIS FOR CREDIT.

Two Units.

240 hours for each credit.

Approximately one-third the time should be given to representative drawing and two-thirds to decorative composition, constructive and decorative design, construction and applied design.

(a)—*Pictorial*—Plant Study (flowers, sprays of leaves, seed, pods, etc.)
Object study.
Landscape—Roof studies, buildings, etc.
Pose drawing.
Composition.

(b)—*Decorative Composition*—Plant forms, object study, landscape, pose.

(c)—*Decorative Design*—Plant analysis (for the purpose of design).
Conventionalized Plant Forms.
Decorative units, borders, surfaces, corners, rosettes, posters, book-covers, etc.
Stencils—Wood-block printing.
Historic Ornament.
Arrangement of straight lines, and of straight and curved lines.
Geometric design.
Lettering—Illuminating.
Schemes for interior decoration.

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(d)—*Constructive Design*—Designs for pottery, leather, metal, book-binding, furniture, cardboard construction, textiles, etc.

(e)—*Crafts*—Pottery, leather, metal, book-binding, furniture. (Choice of one or more of the above crafts.)

(f)—*Applied Design*—Design applied to the crafts and to cardboard, textiles, etc.

(g)—*Illustration.*

(h)—*Talks on history of industry and art,* on civic planning, domestic architecture and decoration.

(i)—*Instrumental drawing* to be given as needed to meet the requirements of practical designing and construction.

Note—Mediums used—Pencil, charcoal, water color, crayons, brush and ink, and a combination of the pure mediums.

Mr. J. W. Carr has resigned from the Committee, having moved to New York City, and Superintendent T. A. Mott, of Richmond, has been put into his place. Professor Holmes Smith of Washington University has also been added.

Submitted in behalf of the Committee.

C. M. WOODWARD, Chairman.

It was voted that the report be adopted and that the gentlemen named be added to the Committee.

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Professor Waldo, of Washington University, presented the following resolutions in regard to athletics:

RESOLUTIONS IN REGARD TO ATHLETICS.

Because at this time a national organization is earnestly seeking to secure to the colleges of America all the benefits from intercollegiate athletics which long experience and faithful study show us we may reasonably expect and desire, and because this Association wishes to help in this work and maintain with reference thereto its usual advanced position, therefore, from the standpoint of the college faculty, and to assist in the proper control of athletics in the secondary schools, we wish to affirm and reaffirm the following principles of action:

1. We believe the leading purpose of intercollegiate athletics is to help secure the best physical health and development of college students.

2. The function of athletics in colleges cannot be that of advertising.

3. Its function in colleges should not be commercial. The money-making features should be under rigorous control and, wherever possible, or as soon as possible, entirely eliminated.

4. In all intercollegiate relations we believe in a strict adherence to the amateur law and in the rigorous enforcement of the general and accepted statement of that law until it shall be modified for us by a convention of colleges whose weight and authority all may accept.

5. Just as in the case of all other official student activities so with intercollegiate athletics, we believe the cor-

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rect ultimate and decisive authority rests with the faculty alone.

After much discussion pro and con it was voted to refer the resolutions back to the Committee on Athletics with the request that they report as soon as possible.

The report of the Committee on Nominations was presented by Professor Fred N. Scott, of the University of Michigan, as follows:

FOR OFFICERS FOR THE YEAR 1909-'10.

President, Dean C. M. Woodward, Washington University, St. Louis, Missouri.
Secretary, Dean T. A. Clark, University of Illinois, Urbana, Illinois.
Treasurer, Principal J. E. Armstrong, Englewood High School, Chicago, Illinois.

EXECUTIVE COMMITTEE.

Dean E. A. Birge, University of Wisconsin, Madison, Wisconsin.
Professor F. N. Scott, University of Michigan, Ann Arbor, Michigan.
Principal J. Stanley Brown, Joliet High School, Joliet, Illinois.
Superintendent W. A. Greeson, Grand Rapids, Michigan.

VICE PRESIDENTS.

WISCONSIN.

President C. R. Van Hise, University of Wisconsin, Madison.
Principal J. H. Pratt, Milwaukee Academy, Milwaukee.

MICHIGAN.

President E. G. Lancaster, Olivet College, Olivet.
Superintendent E. C. Warriner, Saginaw.

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OHIO.

President Herbert Welsh, Ohio Wesleyan University, Delaware.
Principal W. T. Harris, Walnut Hills High School, Cincinnati.

IOWA.

Principal Maurice Ricker, West High School, Des Moines.
President J. T. T. Main, Iowa College, Grinnell.

ILLINOIS.

Principal E. T. Austin, Sterling High School, Sterling.
President C. H. Rammelkamp, Illinois College, Jacksonville.

MISSOURI.

President W. H. Black, Missouri Valley College, Marshall.
Principal G. B. Morrison, Wm. McKinley High School, St. Louis.

MINNESOTA.

Dean John F. Downey, University of Minnesota, Minneapolis.
Principal Milo Stewart, Cleveland High School, St. Paul.

NEBRASKA.

Dean Elery W. Davis, University of Nebraska, Lincoln.
Principal F. W. Sanders, Lincoln High School, Lincoln.

KANSAS.

President L. M. Murlin, Baker University, Baldwin.
W. H. Johnson, University High School Inspector, Lawrence.

COLORADO.

Professor Frank E. Thompson, University of Colorado, Boulder.
President William F. Slocum, Colorado College, Colorado Springs.

SOUTH DAKOTA.

President F. B. Gault, University of South Dakota, Vermillion.
C. E. Swanson, Assistant State Superintendent of Public Instruction, Pierre.

NORTH DAKOTA.

President Geo. A. McFarland, State Normal School, Valley City.
Inspector Richard Heywood, Grand Forks.

On motion, the report was adopted, and the persons nominated were declared elected.

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The following paper was then presented by Superintendent W. A. Greeson, Grand Rapids, Michigan:

THE SIX AND SIX PLAN OF ORGANIZING PUBLIC SCHOOLS.

The first six years of the public schools are the result of the development of the old public free school, designed to give the common people an elementary education. The kindergarten is a prefix of later origin imported from Germany and tacked on to our system with little organic relation to it. The necessary organization and adaptation of the kindergarten to the primary grades is now being worked out with excellent results. The kindergarten is a necessary part of a modern system of public education. It is the part of wisdom to make it as good and helpful as possible—*not* to condemn it. However, the phrase now coming into use, "the six and six plan," does not take the kindergarten into consideration, and refers to the twelve years of school life immediately following the kindergarten. Children have usually passed the sixth birthday when admitted to the first grade after having spent one or two years in the kindergarten—in school systems that have the kindergarten.

The public high school has developed from the old grammar school, or academy, and has inherited many of the instincts of the parent institution, among which is the notion that the chief function of the high school is to prepare its students for college and ultimately for professional life.

The seventh and eighth grades are terra incognita forcibly occupied by the lower schools in response to a demand of the people for a more extended education for their children. Unfortunately this extension has been just an

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extension—a stretching out of the lower grades both in form of organization and in courses of study without much effort to adapt the schools in organization and content of curriculum to the real needs of children twelve to fifteen years old. Fathers thought arithmetic a useful study for their boys, therefore arithmetic was stretched out to occupy the chief part of the time of the boys—and of the girls, too, as a matter of necessity—for two years longer, a dreary repetition of unprofitable and uninteresting matter. It would be unprofitable now to enter into a more detailed discussion of the seventh and eighth grade curriculum.

Children normally enter the first grade at the close of the sixth year of their existence, and, if promoted regularly, reach the seventh grade at the close of their twelfth year. Many, for one reason or another, have been delayed and are thirteen or fourteen years old; some even older. About this time of life a radical change occurs in the physical, mental and moral nature of a child. The boys are becoming men; the girls are becoming women; and a flood of new impulses, new ideas, new emotions are crowding up in them, making it a very critical and important period of their lives. In the organization of our schools, however, we do not take this into account. Boys and girls of this age are put into one room with one teacher, exactly as the method has been in previous years, and no attempt is made to broaden the curriculum and appeal to the new capacities and abilities of pupils of this age. Boys of this age naturally crave for organization among themselves. They ought to have their debating clubs, their societies, their athletic games and contests, their baseball teams, their football teams. Competitive games should be indulged in almost without limit. But these things are impossible with the present organization.

Manual training for these grades, both for boys and

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for girls, should be much more varied than is now possible. Girls especially should have an opportunity to learn a great deal of the household arts, even to the proper care of a household—chamber work, laundry work, etc. Boys should have the opportunity to indulge to the fullest extent their constructive instinct, which is so highly developed now, and should be given the opportunity to make things, not only in wood but in metal.

Opportunity should also be offered to both boys and girls in seventh, eighth and ninth grades to acquire a good practical knowledge of accounting, partly to assist them in their study of arithmetic and partly to prepare them for practical life when they leave school.

I do not believe it possible to provide these opportunities in our schools with their present organization. Briefly, the shortcomings of our schools above the sixth grade are to be attributed to a faulty organization which is the inheritance of the years, and not to incompetent and unwilling teachers.

The break between the grades and the high school comes at the wrong place, and I do not believe that much can be done towards closing that break without a reorganization of the seventh and eighth grades. There is little difference in the kind of work which ought to be given to eighth grade students and to ninth grade students; certainly not as much as there ought to be between sixth and seventh grades. The work of the seventh, eighth and ninth grades belongs together in a school properly organized. It would not make much difference, in my opinion, whether the work of the last three grades was conducted in the same building with the seventh, eighth and ninth or not; but it seems to me that the methods which have proved successful in primary grades are so radically different from those best adapted to adolescent boys and girls that the organization

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and administration of the school should take cognizance of this vital fact.

The seventh, eighth and ninth grades should be placed in schools separated from the primary grades. The principal of such a school should be a man of scholarship, character, experience. At least half of the teachers in these schools should be men. These schools should be organized on the departmental plan with experts in each department. Two of the most important subjects in the curriculum should be manual training, liberally organized and administered, and athletics for both boys and girls. There should be a well-equippel gymnasium in each building, with ample playgrounds where boys could have their athletic contests.

In almost all primary schools there are many backward pupils who are three, sometimes four or five, years behind the grade in which they ought to be according to their age. This is a bad thing, in my opinion, for the backward pupil, and for the room in which this pupil is stranded. He is a drag *on* the school, with little hope of bettering his condition.

I should urge that these backward pupils be promoted according to age rather than according to marks; at least that no pupil should be more than two years behind his grade in age. When such backward pupils reach the age of fourteen or fifteen years they should be placed in these schools that I have described, under special teachers, and should be given such subjects and discipline as would serve best to develop their powers. Opportunity should be offered in these schools to explore them and to discover what capabilities they may have, for it is often found that such pupils have some decided capabilities in some direction. They would not feel humiliated by being made to associate with much younger children, and would not be made sullen,

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as they now are, by having their inferiority paraded before their fellows.

The question of industrial education is just now receiving the attention and study of many people, and it is the particular phase of education which will be the principal subject of study experimentation for the next ten years. It is possible that the problem has been solved satisfactorily in Germany. It does not follow, however, that the same solution would be good for this country. Whatever is done, one thing must not be lost sight of—every boy and every girl must have the opportunity to pursue the calling to which he or she is best adapted. Many of our most eminent professional men have come from the laboring classes. The public schools must not be organized on the theory that because the child comes from humble origin he must stay in that stratum where he was born. I feel sure of one thing—it must be the chief function of our schools to explore the capabilities of the boys and girls and give them an opporunity to develop the best that is in them.

Following the reading of Superintendent Greeson's paper, Director C. F. Perry, Milwaukee School of Trades, Milwaukee, Wis., presented a paper on the subject, "The Public Trade School." Director Perry's paper follows in full:

THE PUBLIC TRADE SCHOOL.

There are three ways a boy may learn a trade to-day. First, by an apprenticeship in a commercial shop; second, in a private trade school, and, third, in a public trade school. The first method, while not altogether obsolete, is nearly so, excepting in plants where they have made a study of the problem and solved it satisfactorily to the employer and the limited few who are fortunate enough to be chosen

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from the waiting list and who complete the course. The second way, also, at best, can reach but a few pupils unless the charges made are for the cost of the material only. To charge a student the cost of his apprenticeship in a trade school which is conducted solely in the interest of the boy means to debar the very pupils who desire to and who should attend. The likelihood of the establishment of many first-class, private trade schools is small. Philanthropists will prefer to endow schools of higher learning—schools which would be less liable to be established by a public tax. The third way, the public trade school, will be found to be the natural and best solution to the problem.

During the last five years numerous articles have been written in this country on vocational education. The Bulletins of the National Society for the Promotion of Industrial Education and the January, 1909, number of the Annals of the American Academy of Political and Social Science contain the gist of the matter up to the present time. I would especially recommend that each member of this association read the excellent paper on "The Present Status of Public Education," by Edward J. Goodwin, President of the Packer Collegiate Institute, Brooklyn, N. Y.

The public trade school is the last addition to the educational family of these United States and is still too young for us to say definitely what it will do for all the interests involved—interests which are far more numerous than appear on the surface to those who have not made a study of the matter or had their hand to the plow. There are, however, some very vital things which have already been thoroughly learned on this question in this country and in the public trade school. In the short time allowed in a paper of this kind let us consider the question analytically.

First, we have the boy who leaves school when the law says he may.

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Next, the boy who leaves at the completion of the eighth grade.

Next, the boy who leaves at the end or before the end of the first year in high school.

Lastly, those who leave during the remainder of the high school course.

Between those who leave school when the law says they may and those who leave at the end of the eighth grade there go annually out into the army of earners approximately seventy-five per cent of our boys. But a small per cent of this number are over fifteen years of age. Even though the United States had the best system of vocational schools in the world it would be of little help to boys who persist for any reason in leaving school at fifteen. But the awful statistics are there. What can we do to reduce them? Thus we see at the outset, that, ere we reach the problem of the trade school proper, we have a difficulty which is even harder to solve than the seemingly major question of the trade school itself.

Before discussing the main lion in the way let me assure you that the right trade school can thoroughly perform its function, which is to turn out thoroughly prepared apprentices. It can take a boy at sixteen and in one-half of the time required in a commercial shop teach the boy as much and frequently more and in a better way than he could learn in four years under commercial conditions. The commercial apprentice starts at sixteen and serves four years. The length of the average apprenticeship, say of the machinist trade, consists of approximately two thousand eight hundred sixty-three hours per year for four years. He earns wages at the rate of approximately 6.5 cents per hour the first year, 8.5 the second year, 10.5 the third and 13.5 cents the fourth year. Altogether at the end of his apprenticeship of say eleven thousand four hundred fifty-

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two hours he has earned one thousand one hundred fifteen dollars, and if the firm for which he works gives a bonus of one hundred dollars at the close of his apprenticeship he has earned one thousand two hundred fifteen dollars. He is then twenty years old and receives journeyman's pay or nearly so, depending upon the personal equation and other things which may enter the matter. The trade school apprentice may start at sixteen and serve two years of fifty-two weeks per year at five and one-half days per week and eight hours per day. Making allowance for fourteen legal holidays in the two years, he should have served four thousand four hundred sixty-four hours. If there is any need at all for trade schools there is a need that they send out graduates at least as well equipped as the commercial apprentice graduate. But to be conservative, say the trade school graduate receives but twenty cents per hour for all of his first year's work at fifty-six hours per week, and thirty cents per hour for his second year's work he has by the time he is twenty years of age earned one thousand four hundred fifty-six dollars, which is two hundred forty-one dollars more than the commercial graduate has earned. The trade school graduate is not only ahead financially at the even ages of twenty years, but he stands in line to forge ahead of the commercially trained mechanic of to-day. There are a few things the commercial apprentcie will learn in his four-year term that the trade school apprentice will not learn in his period of two years, but they are more than offset by the many good things that the young man trained in a good trade school will acquire. Not to be omitted is the moral atmosphere of the trade school as compared to the same atmosphere in the average shop.

It can be plainly shown to any one who cares to look into the matter and who can appreciate the entire premises that the trade school graduate who began his apprenticeship

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at sixteen can by twenty years of age be made better fitted in every way to meet life than the commercial apprentice who began at sixteen.

Accepting this as true, our next problem is to find what obstacles are in the way to prevent all those who would become skilled workmen from becoming so. More than rich is the youth who lives in a country which offers him the opportunity to start at twenty well equipped for practically anything to which his ambition may lead him. That there are obstacles in the way is only too evident. They cannot all be traced to one door. It will be found that they lead either to the boy, his parents, the school system or industrial conditions. Our elementary schools can never be made to make all boys complete the eighth grade especially in the face of a law which says they may leave them at fourteen. There are some boys who have not the mental caliber to complete the eighth grade even at sixteen, but who will make splendid mechanics. We have boys who could complete the eighth grade if they only would, but they want to be at work, some from the call of the dollar at home, but many simply from inability to apply themselves to their school work. It is irksome. The public school system has nothing which appeals to them beyond the eighth grade, and since if they did complete it, they would go to work, then, they take advantage of their legal right and enter the ranks of the earners at whatever the law says they may do. Then we have the boy who would like to go to trade school just as soon as he gets through the eighth grade, but the law says he must wait till sixteen. This classification could be continued still farther—what can we do for all of them? Simply make our public instructional system worth while attending until the boy or girl can go out equipped for that work which he or she feels born to do. Because the law says a boy may leave school at fourteen we

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must not wash our hands of him and say we have done all we could—the harvest is his. Not yet. We must on the one hand vitalize our elementary grades so that boys will gladly longer stay in them and on the other hand have something ahead for them, something better than they can get anywhere else. Let them see other boys getting it and if our problem is not wholly solved we will be at least half way toward our goal.

It is not the purpose of this paper to state how to enrich our elementary courses, but I know that, if, when I was a boy and struggling with arithmetic, my teacher had sent me to the school playground with a yard stick and told me to measure its length and width, and height of the fence or told me to find the cubical contents of the class room, or given me some problems in fractions which would have necessitated my gathering the data for them with a foot rule, I would have a better eye for distance to-day and a better judgment in volumes. I would have grasped percentage better. In short, I would have loved my work more and gladly stayed in school longer. Untold wealth still remains undiscovered in the possibilities for development in our readers, our geographies and our histories. How easily my teacher could have had something which was made in the country under discussion and the same object could frequently have assisted in both geography and history. Had I been thus taught I would look back with a different gaze upon those elementary school years. I would have felt myself growing in mental power and when we teach our boys and girls in such a way that they can see their own mental development we have WON THE CHILDREN.

Take an average city boy. Possibly he may attend the kindergarten for one year, then he goes through the primary and grammar grades. He has gone to the city dis-

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trict school nearest his home. This school consists of a man or woman principal and all women teachers. At fourteen he wants to leave school and go to work. What have these teachers done for him on the vital questions of life, such as to urge him to stay in school until sixteen? What would he like to do? What does he plan to do if he does leave at fourteen? What effort have they made to try to reveal the boy to himself? Nothing has been done excepting in possibly some few cases because the teachers themselves were not taught to do it. We cannot have much change in our elementary schools until our normal schools awaken to the realization of their wonderfully strategic position and use it to its fullest limit. We must go even farther back—to the writers of our text books. A different censorship is needed for them. They should be made to pass the criticism and receive the endorsement of educated business men and women interested in education. When every subject which is taught in the graded schools has been subjected to a severe cross-examination as to its right to be there and how much of it should be taught and how taught we have added another long stretch toward our goal.

Next the influence of the trade school should be used in bridging the fatal gap between fourteen and sixteen years of age. First, it should care for the boy who stayed in the graded school long enough to graduate from it. Many of them would prefer to go at once to work, but when they see that the employer would prefer a graduate from a trade school to any other young man and since they can have served a thorough apprenticeship by eighteen years of age, they wisely choose to wait till sixteen to begin the trade school course. What will the boy do in the meantime? He cannot better spend that time than in a trade school preparatory course, a course which will give

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him considerable shop work in wood, and elementary work in metal, some mechanical drawing, some workshop mathematics and some business English. If possible, this should be done in the environment of the trade school. The boy would like it better there and it is the next best thing to what he wants. These preparatory departments will come later. For the present a practical solution lies in adding another course to our high schools, or slightly modifying the regular manual training course in those institutions so as to give the boy the subjects just mentioned. With practically the same equipment and teachers this preparatory work could be done and many boys saved. Let the course be such that the day the boy is sixteen he may leave it and go to the trade school. In the interim some boys who thought they wished to learn a trade will find they now desire some other life work. If so, the ground covered will count as high school credit and no time has been lost. Money will be saved to the city because the boy under sixteen cannot grasp the work of the right trade school. Some high school principals will object to this preparatory course in their schools because it will congest their lower classes. It is conceded to be not the ideal plan, but in the hands of the principal who is eager to help every boy he can, he will make it work and thus hasten the time when the regular trade school with its own preparatory course will be established.

But we have still another boy to care for. What can we do for the boy who will leave at fourteen unless he can be restrained? I am confident the number of these boys will diminish yearly under the improving of our elementary courses and especially when they learn what is in store for them. The eighth grade graduate has a right to enter the trade school preparatory course. Some may feel this boy should not. Every one of these latter boys should be a spe-

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cial case. If the boy is not mentally capable of completing the grade work, but has done well in his manual training, he should not be denied. Many of them under the new conditions will make good.

This, briefly, is what the public trade school may do, with much left to be considered in detail. Some educators will criticise the specialized trade school. They claim it will ruin the democracy of these United States to introduce class education. It will need separate schools and the segregation begins too soon. Will raising the efficiency of each individual in the entire community cause a disintegration of our democracy? This country to-day is seriously in need of "First Aid," industrially speaking. It will take several years yet to awaken public opinion to the degree it should be to give industrial education its proper place in our public school system. The trade schools of Germany and throughout Europe are held up to us as an example to follow. We may appoint a commission to go to Germany and gather the cream of her experience of thirty years of public school vocational teaching. The commission may return with her identical curriculum, it may bring even her machinery and tools and teachers, but whatever it may gather and bring, the most vital and necessary thing—Germany's public opinion toward trade teaching—must be left behind. We must develop our own just as she did. We must bear in mind that the youths in the trade schools in Germany to-day are the children of parents who themselves have the trade school to thank for their skill. Another important point—Germany did not start her trade schools in the face of such keen industrial competition or specialized manufacture in which we are compressed to-day.

A boy who is sixteen years of age and a graduate of the eighth grade may, if necessity compels him, end his

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academic work for a time and prepare for actual life in a trade school. The right vocational institution will by no means teach shop work only. It will teach him mechanical drawing and workshop mathematics. It will take him on shop inspection trips and make him prepare written reports on these trips. It will give him lectures on topics pertaining to his trade and trades allied to his. It will suggest to him correlated reading. Our country is awakening to the value of night schools of both grammar and high school grade. Trade papers and journals are giving us what the hungry workman wants and in a form that he can readily grasp. Correspondence schools help many, and now last and best of all, for those whose academic school days are ended, we are having university extension brought to our homes and supplemented by the personal instructor. The University of Wisconsin is doing this for the people of her state, and what Wisconsin can do, others may do.

How can the public opinion of this country be awakened as quickly as possible to the value of industrial education? Nothing will develop public opinion as quickly as tangible results. Each city may start its trade school quietly and on a small scale. Show results that will win the commendation of the most skilled workmen and employers in the trade in question. Have the Superintendent of schools of the city issue a schedule to each district school principal authorizing him to take his entire seventh and eighth grade boys to the trade school and spend an afternoon there. Before leaving the building a talk should be given the boys on the importance of being equipped for life in the best possible way. They need not be urged to learn a trade. It makes little difference what we choose for our vocation in life providing we FIND OURSELVES and, "blessed is the man who has found his work." Give each boy an illustrated catalogue descriptive of the work of the school and

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answering all the questions he is liable to ask about it. Tell the boys to share this pamphlet with their parents and send an invitation to them to visit the trade school. Let all the other teachers in the city be instructed to and given time to visit the trade school. Lastly, the manufacturers and business men must be made intimately acquainted with it. Thus we have reached the boys, the parents, the teachers and the employers.

The final test of any school is the quality of its graduates in the community. This will take time to discover, but if the work is done right, the harvest is sure of success and nothing will help along the cause like well-prepared graduates and nothing will hurt it more than poorly prepared ones.

Different cities will experiment in different ways to solve the problem. Some will try to make a combined high school and trade school course. Some will want the trade school in the same building as the high school. Some will have other plans, but until public opinion is more fully crystallized on this subject it will be found that the public instructional system which includes a flexible course in vocational training will be the best—something which will reach and help all.

Instruction in public schools is free in most states until twenty years of age. Thus it is possible in that system for a boy, if he desires and has the ability to complete his high school course by eighteen, to still have two years left for him to take his complete trade school course free. Not until we have the best possible vitalized elementary courses, taught by properly trained teachers, who have had impressed upon them the important truth that they form a unit in an unbroken whole which leads from kindergarten to either vocational, business or professional life, will we be able to expect or have any right to expect to hold our

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boys and girls longer than we do. Nor will it be sufficient to have all this alone. In a careful way our children must be led to know what a wonderful birthright is theirs.

The horizon is clearing. We are passing through a period of transition industrially and educationally and periods of transition invariably mean periods of trial and suffering. There has come to me no brighter vision in this work than the fact that an association of educators banded together for "the establishment of closer relations between the Colleges and Secondary Schools of the North Central States," should desire information on "The Public Trade School."

Dean J. O. Reed, of the University of Michigan, Ann Arbor, Mich., then presented a paper on "Intellectual Hoboes." This paper is, however, not available for publication.

The report of the Athletic Committee was next presented as follows:

REPORT OF ATHLETIC COMMITTEE.

To the President of the North Central Association of Colleges and Secondary Schools:

Your Athletic Committee, to whom were referred the resolutions introduced this morning, report as follows:

First, the Committee is not prepared to report on the said resolutions at this session either for or against, but will report as soon as possible after a full Committee meeting and a thorough discussion of the resolutions.

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Second, the Committee recommends that this Association reaffirm its previous acts in reference to athletics.

Respectfully submitted,

EDWARD L. HARRIS, Chairman.

The report was adopted.

The Association then adjourned.

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LIST OF MEMBERS.

INSTITUTIONS.

(c. m. means Charter Members.)

OHIO.

Case School of Applied Science, '08, Cleveland, President Chas. S. Howe.
Central High School, c. m., Cleveland, Principal Edward L. Harris.
Central High School, '96, Toledo, Principal W. B. Guitteau.
Central High School, '06, Columbus, Principal W. M. Townsend.
Central High School, '96, Toledo, Principal C. F. Ball.
Denison Unievrsity, 99, Granville, President Emory W. Hunt.
Doane Academy, '09, Granville, Dean H. R. Huntley.
East High School, '02, Columbus, Principal F. B. Pearson.
East High School, '02, Cleveland, Principal B. U. Rannels.
Findlay High School, '09, Findlay, Principal J. T. Smith.
Glenville High School, '06, Cleveland, Principal H. S. Cully.
Hughes High School, '96, Cincinnati, Principal E. W. Coy.
Kenyon College, '08, Gambier, President Wm. F. Pierce.
Lincoln High School, '02, Cleveland, Principal J. W. McLane.
Miami University, '04, Oxford, President Guy P. Benton.
Marietta College, '08, Marietta, President A. J. Perry.
North High School, '05, Columbus, Principal C. D. Everett.
Ohio State University, c. m., Columbus, President W. O. Thompson.
Oberlin College, c. m., Oberlin, President H. C. King.
Ohio Wesleyan University, c. m., Delaware, President Herbert Welsh.
Rayen High School, '03, Youngstown, Principal W. L. Griswold.
Steele High School, '09, Dayton, Principal Charles L. Loos, Jr.
South High School, '02, Cleveland, Principal G. A. Ruetenik.
South High School, '06, Columbus, Principal C. S. Barrett.
University of Cincinnati, '99, Cincinnati, President C. W. Dabney.
University School, '02, Cleveland, Principal Geo. D. Pettee.

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University School, '09, Cincinnati, Head Master W. E. Stillwell.
Western Reserve University, c. m., Cleveland, President Chas. F. Thwing.
Walnut Hill High School, '99, Cincinnati, Principal W. Taylor Harris.
Woodward High School, '99, Cincinnati, Principal Geo. W. Harper.
West High School, '00, Cleveland, Principal Theo. H. Johnston.

MICHIGAN.

Alberta College, '06, Olivet, President E. G. Lancaster.
Central High School, c. m., Grand Rapids, Principal Jesse B. Davis.
Central High School, c. m., Detroit, Principal David Mackenzie.
Detroit University School, '00, Principal Frederick L. Bliss.
East Side High School, '95, Saginaw, Superintendent E. C. Warriner.
High School, '95, Kalamazoo, Superintendent S. O. Hartwell.
High School, '06, Charlotte, Superintendent M. R. Parmelee.
Michigan Military Academy, c. m., Orchard Lake, Principal L. C. Hull.
University of Michigan, c. m., Ann Arbor, President James B. Angell.

INDIANA.

High School, c. m., La Porte, Superintendent John R. Wood.
High School, '98, Fort Wayne, Principal C. F. Lane.
High School, '01, Lafayette, Superintendent E. Ayers.
Howe School, '04, Lima, Rector T. H. McKenzie.
Indiana University, c. m., Bloomington, President W. L. Bryan.
Purdue University, '08, Lafayette, President W. E. Stone.
Shortridge High School, c. m., Indianapolis, Principal G. W. Benton.
University of Notre Dame, '06, President John Cavanaugh.
Wabash College, c. m., Crawfordsville, President George L. Mackintosh.

ILLINOIS.

Aurora High School, East Side, Principal Gilbert W. Kelly.
Bradley Polytechnic Institute, '97, Peoria, Director T. C. Burgess.
Chicago Teachers' College, '08, Chicago, President Ella F. Young.
Eastern Illinois State Normal School, '08, Charleston, President L. C. Lord.

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Evanston Academy of Northwestern University, c. m., Principal A. H. Wilde.
Englewood High School, '96, Chicago, Principal J. E. Armstrong.
East Side High School, '05, Aurora, Principal C. L. Phelps.
Elgin Academy, '09, Elgin, Principal Leo N. Sleighton.
Ferry Hall, '09, Lake Forest, Principal Miss Frances L. Hughes.
Grand Prairie Seminary, '08, Onarga, President H. H. Frost.
High School, c. m., Evanston, Principal W. F. Beardsley.
Harvard School, c. m., Chicago, Principal John J. Schobinger.
High School, '98, Elgin, Principal W. S. Goble.
Hinsdale High School, '09, Hinsdale, Principal H. H. Giles.
Illinois College, c. m., Jacksonville, President C. H. Rammelkamp.
Illinois State Normal School, '08. Normal, President David Felmley.
Illinois Women's College, '09, Jacksonville, President Joseph R. Harker.
J. Sterling Morton High School, '05, Clyde, Principal H. V. Church.
Knox College, '96, Galesburg, President Thomas McClelland.
Kewanee High School, '04, Kewanee, Principal T. B. Cleveland.
Kankakee High School, '09, Kankakee, Principal Charles H. Kingman.
Lake Forest College, c. m., Lake Forest, President John S. Nollen.
Lake Forest School, Lake Forest, Head Master J. C. Sloan.
Lake View High School, '96, Chicago, Principal B. F. Buck.
Lyons Township School, '96, La Grange, Principal S. R. Cole.
Lewis Institute, '95, Chicago, Director G. N. Carman.
La Salle-Peru Township High School, '05, Principal T. J. McCormack.
Marshall High School, '99, Chicago, Principal Louis J. Block.
Northwestern University, c. m., Evanston, President A. W. Harris.
Northern Illinois Normal School, '08, De Kalb, President John W. Cook.
New Trier High School, '07, Kenilworth, Principal F. D. Sims.
Ottawa Township High School, '96, Ottawa, Principal W. F. Mozier.
Rock Island High School, Rock Island, Principal H. E. Brown.
Rockford College, '06, Rockford, President Julia Gulliver.
Rockford High School, '09, Rockford, Principal C. P. Briggs.
Southern Illinois Normal School, '08, Carbondale. President D. B. Parkinson.

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Streator Township High School, '97, Streator, Principal Ralph R. Upton.

Thornton Township High School, '09, Harvey, Principal S. W. Smith.

Township High School, '05, Joliet, Principal J. Stanley Brown.

Township High School, '06, Sterling, Principal E. T. Austin.

University of Illinois, c. m., Urbana, President E. J. James.

University of Chicago, c. m., President H. P. Judson.

Western Illinois Normal School, '08, Macomb, President Alfred Bayliss.

West Division High School, '96, Chicago, Principal C. M. Clayberg.

West Aurora High School, '06, Aurora, Principal Harold Steele.

Waller High School, '09, Chicago, Principal O. S. Westcott.

Wheaton College, '08, Wheaton, President Charles A. Blanchard.

WISCONSIN.

Beloit College, c. m., Beloit, President Edward D. Eaton.

Carroll College, Waukesha, '09, President W. O. Carrier.

East Division High School, '07, Principal George A. Chamberlain.

Lawrence University, '05, Appleton, President Samuel Plantz.

Milwaukee-Downer College, '97, Milwaukee, President Ellen C. Sabin.

Milwaukee Academy, '97, Milwaukee, Principal J. H. Pratt.

North Division High School, '04, Milwaukee, Principal R. E. Krug.

Ripon College, '04, Ripon, President Richard C. Hughes.

South Division High School, '06, Milwaukee, Principal E. Rissman.

University of Wisconsin, c. m., Madison, President Charles R. Van Hise.

Wayland Academy, '06, Beaver Dam, Principal E. P. Brown.

MINNESOTA.

Central High School, '04, St. Paul, Principal V. K. Froula.

Cleveland High School, St. Paul, Principal Milo Stewart.

Carlton College, '06, Northfield, President W. H. Sallmon.

Humboldt High School, St. Paul, Principal H. S. Baker.

University of Minnesota, '96, Minneapolis, President Cyrus Northrup.

Winona Normal School, '08, Winona, President Irvin Shepard.

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IOWA.

Cornell College, c. m., Mt. Vernon, President Wm. F. King.
Coe College, '08, Cedar Rapids, President N. N. Smith.
Drake University, '06, Des Moines, President H. M. Bell.
High School, '06, Council Bluffs, Principal S. L. Thomas.
High School, '06, Dubuque, Principal F. L. Smart.
Iowa College, '95, Grinnell, President J. H. T. Main.
Iowa State Teachers' College, '09, President H. H. Searley.
State University of Iowa, c. m., Iowa City, President George E. MacLean.
State Normal School, c. m., Cedar Falls, President D. S. Wright.
Simpson College, '06, Indianola, President Charles E. Shelton.
Upper Iowa University, '09, Fayette, President William A. Shanklin.
West High School, '06, Des Moines, Principal Maurice Ricker.

MISSOURI.

Central High School, '96, St. Louis, Principal ——
Drury College, '98, Springfield, President Homer T. Fuller.
Kirkwood High School, '00, Kirkwood, Supterintendent R. G. Kinkead.
Mary Institute, '00, St. Louis, Principal E. H. Sears.
Missouri Valley College, '98, Marshall, President Wm. H. Black.
Park College, '02, Parkville, President Lowell M. McAfee.
University of Missouri, c. m., Columbia, President Richard H. Jesse.
Washington University, c. m., St. Louis, Chancellor Winfield S. Chaplin.
Westminster College, '00, Fulton, President David R. Kerr.
Wm. McKinley High School, St. Louis, '05, Principal G. B. Morrison.

NEBRASKA.

Lincoln High School, '98, Lincoln, Principal F. W. Sanders.
University of Nebraska, '96, Lincoln, President ——

KANSAS.

Baker University, '08, Baldwin, President Lemuel H. Murlin.
Ottawa University, '09, President S. E. Price.

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University of Kansas, '96, Lawrence, Chancellor Frank Strong.
Washburn College, '06, Topeka, President Norman Plass.

COLORADO.

Colorado College, '96, Colorado Springs, President W. F. Slocum.
The Miss Wolcott School, '06, Denver, ——.
University of Colorado, '96, President James H. Baker.
University of Denver, '09, University Park, President Henry A. Buchtel.

OKLAHOMA.

University of Oklahoma, '01, Norman, President David R. Boyd.

SOUTH DAKOTA.

Dakota Wesleyan University, '09, Mitchell, President Samuel Fletcher Kerfoot.
High School, Sioux Falls, '08, Principal W. J. Earley.
High School, Yankton, Principal R. C. Shellenbarger.
High School, Aberdeen, '07, Principal W. L. Cochrane, Aberdeen.
Mitchell High School, '09, Principal M. M. Ramer.
University of South Dakota, '08, Vermilion, President F. B. Gault.

NORTH DAKOTA.

High School, Fargo, '08, Principal N. E. Hoover.
State University of North Dakota, '09, Grand Forks, President Webster Merrifield.

INDIVIDUAL MEMBERS.

OHIO.

F. W. Ballou, High School Inspector, University of Cincinnati, Cincinnati.
W. W. Boyd, '03, High School Visitor, Ohio State University, Columbus.
J. W. Carr, '08, Superintendent of Schools, Dayton.
A. B. Church, '09, President Buchtel College, Akron.
Jos. V. Denney, '03, Dean of the College of Arts, Philosophy and Sciences, Ohio State University, Columbus.
August F. Foerste, '09, Steele High School, Dayton.

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F. C. Hicks, '06, Professor in the University of Cincinnati, Cincinnati.
Charles S. Howe, '02, President of Case School of Applied Science, Cleveland.
G. M. Jones, '05, Secretary of Oberlin College, Oberlin.
Frank Pearson, '09, Inspector of Schools, Columbus, Ohio State University.
J. F. Smith, '09, Superintendent of Schools, Findlay.
W. O. Thompson, '09, Ohio State University, Columbus.
Geo. R. Twiss, '09, Inspector of Schools, Columbus.

MICHIGAN.

W. W. Beman, '95, University of Michigan, Ann Arbor.
Wm. A. Greeson, '97, Superintendent of Schools, Grand Rapids.
L. H. Jones, '95, President of the State Normal School, Ypsilanti.
Fred N. Scott, '98, Professor in the University of Michigan, Ann Arbor.
A. S. Whitney, '03, High School Inspector, University of Michigan, Ann Arbor.

INDIANA.

L. W. Keeler, '09, Superintendent of Schools, Michigan City.
Carl Leo Mees, '96, President of the Rose Polytechnic, Terre Haute.
W. W. Parsons, '99, President of the State Normal School, Terre Haute.

ILLINOIS.

T. A. Clark, '06, Dean of Undergraduates, University of Illinois, Urbana.
H. F. Fisk, '05, Professor in Northwestern University, Evanston.
Thomas F. Holgate, '99, Professor in Northwestern University, Evanston.
R. E. Hieronymous, '03, President of Eureka College, Eureka.
H. A. Hollister, '03, High School Inspector, University of Illinois, Champaign.
Harry P. Judson, '95, President of the University of Chicago, Chicago.
Walter Libby, High School Inspector, Northwestern University, Evanston.

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C. M. McConn, '09, Principal of University of Illinois Academy, Urbana.

Chas. F. Mills, '09, Professor in University of Illinois, Urbana.

A. F. Nightingale, c. m., County Superintendent, Chicago.

Marion Talbot, '07, Dean of Women, University of Chicago, Chicago.

E. J. Townsend, '07, Professor in University of Illinois, Champaign.

A. V. E. Young, '95, Professor in Northwestern University, Evanston.

WISCONSIN.

Edward A. Birge, '96, Professor in the University of Wisconsin, Madison.

W. O. Carrier, '06, President of Carroll College, Waukesha.

C. P. Cary, '08, State Superintendent of Schools.

F. G. Hubbard, '08, Professor in the University of Wisconsin, Madison.

H. L. Terry, '06, State High School Inspector, Madison.

A. W. Tressler, '03, High School Inspector, University of Wisconsin, Madison.

MINNESOTA.

George B. Aiton, '97, State Inspector of High Schools, Minneapolis.

—— Shoemaker, '09, President St. Cloud Normal School.

IOWA.

Richard C. Barrett, '08, Professor Iowa State College, Ames.

F. C. Ensign, '06, High School Inspector, State University, Iowa City.

Charles E. Shelton, '06, President of Simpson College, Indianola.

E. W. Stanton, '08, Dean Iowa State College, Ames.

MISSOURI.

Ben Blewett, '08, Superintendent of Schools, St. Louis.

W. J. S. Bryan, '09, Assistant Superintendent of Schools, St. Louis.

W. T. Carrington, '09, President Springfield State Normal School.

W. S. Dearmont, '09, Cape Girardeau, State Normal School.

Joseph D. Elliff, '05, High School Inspector, University of Missouri, Columbia.

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A. Ross Hill, '04, Dean of Teachers' College, University of Missouri, Columbia.

John R. Kirk, '98, President of the State Normal School, Kirksville.

Clarence A. Waldo, '95, Professor in Washington University, St. Louis.

C. M. Woodward, '99, Professor in Washington University, St. Louis.

NEBRASKA.

J. W. Crabtree, '04, University of Nebraska, Lincoln.

A. A. Reed, '07, High School Inspector, University of Nebraska, Lincoln.

KANSAS.

W. H. Johnson, '06, High School Inspector, University of Kansas, Lawrence.

COLORADO.

H. G. J. Coleman, High School Inspector, University of Colorado, Boulder.

Frank E. Thompson, '08, Professor, University of Colorado, Boulder.

SOUTH DAKOTA.

F. B. Gault, '08, President University of South Dakota, Vermillion.

C. E. Swanson, '06, Deputy Superintendent of Schools, Pierre.

NORTH DAKOTA.

Richard Heyward, '08, Inspector of Schools, Grand Forks.

George W. Nash, '09, President Northern Normal Industrial School, Aberdeen.

C. C. Schmidt, '08, Superintendent, Jamestown.

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CONSTITUTION OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

AS AMENDED AT THE NINTH ANNUAL MEETING, MARCH 28, 1906.

ARTICLE I.

NAME.

The name of this Association shall be the North Central Association of Colleges and Secondary Schools.

ARTICLE II.

OBJECT.

The object of the Association shall be to establish closer relations between the colleges and secondary schools of the North Central States.

ARTICLE III.

MEMBERSHIP.

Section 1. The members of the Association shall consist of the following two classes: First, colleges and universities, and secondary schools. Secondly, individuals identified with educational work within the limits of the Association.

Sec. 2. Election to membership shall require a two-thirds vote of the members present at any meeting, and shall be made only upon the nomination of the Executive Committee.

Sec. 3. An institutional member shall be represented at the meeting of the Association by its executive head, or by some one designated by him in credentials addressed to the secretary.

Sec. 4. No college or university shall be eligible to membership whose requirements for admission represent less than fifteen units of secondary work as defined by the Commission on Accredited Schools.

Sec. 5. No. college or university shall be eligible to membership which confers the degree of Doctor of Philosophy or Doctor of Science except after a period of three years of graduate study, not less than two of which shall be years of resident study, one of which shall be at the institution conferring the degree.

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Sec. 6. No secondary school shall be eligible to membership which does not provide fifteen units of secondary work as defined by the Commission on Accredited Schools.

Sec. 7. If the dues of any member shall remain unpaid for two years, such membership in the Association shall lapse.

ARTICLE IV.

POWERS.

All the decisions of the Association bearing upon the policy and management of higher and secondary institutions are understood to be advisory in their character.

ARTICLE V.

OFFICERS AND COMMITTEES.

Section 1. The officers of the Association shall be a President, two Vice Presidents from each state represented in the Association, a Secretary, a Treasurer, and an Executive Committee consisting of the President, the Secretary, the Treasurer, and four other members elected by the Association.

Sec. 2. The officers shall be chosen at the annual meeting for the term of one year, or until their successors are elected. The election shall be by ballot.

Sec. 3. The Executive Committee shall have power to appoint committees for conference with other bodies, whenever in their judgment it may seem expedient.

Sec. 4. In case an officer holding office as representative of an institutional member severs his connection with the institution represented, he shall at his discretion hold his office until the close of the next regular meeting of the Association.

Sec. 5. The Executive Committee shall have authority to fill a vacancy in any office, the officer elected by the committee to hold office until the close of the next annual meeting.

ARTICLE VI.

DUTIES OF OFFICERS.

Section 1. The President, or in his absence one of the Vice Presidents selected by the Executive Committee, shall preside at the meetings of the Association, and shall sign all orders upon the Treasurer.

Sec. 2. The Secretary shall keep a record of the proceedings

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of the Association and attend to all necessary correspondence and printing.

Sec. 3. The Treasurer shall collect and hold all moneys of the Association, and pay out the same upon the written order of the President.

Sec. 4. The Executive Committee shall make all nominations for membership in the Association, fix the time of all meetings not otherwise provided for, prepare programmes, and act for the Association when it is not in session. All the acts of the Executive Committee shall be subject to the approval of the Association.

ARTICLE VII.

MEETINGS.

There shall be annual meeting of the Association and such special meetings as the Association may appoint.

ARTICLE VIII.

MEMBERSHIP FEE.

To meet expenses, an annual fee of $10 shall be paid by each university, $5 by each college, and $3 each by all other members, and each member shall have one vote.

ARTICLE IX.

QUORUM.

One-fourth of the members of the Association shall constitute a quorum.

ARTICLE X.

AMENDMENTS.

This constitution may be amended by a three-fourths vote at any regular meeting, provided that a printed notice of the proposed amendment be sent to each member two weeks before said meeting.

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REGISTRATION.

Ambrose, Thomas, 531 Wabash Avenue, Chicago, Illinois.
Armstrong, J. E., Principal, Englewood High, Chicago, Illinois.
Austin, E. T., Principal, Sterling High, Sterling, Illinois.
Bagley, W. C., Professor, University of Illinois, Urbana, Illinois.
Ballou, Frank W., Professor, University of Cincinnati, Cincinnati, Ohio.
Ballou, Mrs. Frank W., University of Cincinnati, Cincinnati, Ohio.
Bayliss, Alfred, Principal, Western Illinois State Normal School, Macomb, Illinois.
Beardsley, Wilfred F., Principal, Evanston Township High, Evanston, Illinois.
Bell, Arthur T., Englewood High, Chicago, Illinois.
Bell, Hill M., President, Drake University, Des Moines, Iowa.
Benjamin, C. H., Dean Eng. Schools, Purdue University, Lafayette, Indiana.
Benton, George W., Principal, Shortridge High School, Indianapolis, Indiana.,
Benton, Guy R., President, Miami University, Oxford, Ohio.
Black, William H., President, Missouri Valley College, Marshall, Missouri.
Blanchard, Charles A., President, Wheaton College, Wheaton, Illinois.
Bliss, Frederick L., Principal, University School, Detroit, Michigan.

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Boyer, C. J., with Alleyn & Bacon, Chicago, Illinois.
Boyer, E. L., Principal, Bloom Township High, Chicago Heights, Illinois.
Boyd, W. W., Inspector of Schools, Ohio State University, Columbus, Ohio.
Brannon, Melvin A., Dean Medical College, State University of North Dakota, Grand Forks, North Dakota.
Bray, Geo. E., Director of Manual Training, New Trier High, Kenilworth, Illinois.
Briggs, C. P., Principal, Rockford High, Rockford, Illinois.
Brown, Henry E., Principal, Rock Island High, Rock Island, Illinois.
Brown, J. Stanley, Superintendent and Principal, Joliet Township High, Joliet, Illinois.
Bryan, W. J. S., Assistant Superintendent of Schools, St. Louis, Missouri.
Bryan, Mrs. W. J. S., St. Louis, Missouri.
Burns, Elmer E., Joseph Medill High, Chicago, Illinois.
Campbell, H. G., Professor, Morningside College, Sioux City, Iowa.
Carman, George N., Director, Lewis Institute, Chicago, Illinois.
Carrington, W. T., Professor, State Normal School, Springfield, Missouri.
Charles, Fred L., State Normal School, DeKalb, Illinois.
Church, A. B., President, Buchtel College, Akron, Ohio.
Church, H. V. J., Sterling Morton High, Clyde, Illinois.
Cobb, H. E., Professor Lewis Institute, Chicago, Illinois.
Cochran, I. M., Debate Coach Northwestern University and Instructor in English, Evanston Academy, Evanston, Illinois.
Collie, George L., Dean, Beloit College, Beloit, Wisconsin.
Collins, F. B., with Alleyn & Bacon, Chicago, Illinois.

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Comstock, Clarence E., Bradley Polytechnic Institute, Peoria, Illinois.

Comstock, Frank M., Professor, Case School of Applied Science, Cleveland, Ohio.

Cooper, C. George, Hinsdale, Illinois.

Coy, E. W., Principal, Hughes High School, Cincinnati, Ohio.

Dalrymple, H. R., with Alleyn & Bacon, Columbus, Ohio.

Davis, Ellery W., Dean, University of Nebraska, Lincoln, Nebraska.

Dearmont, Washington Strother, President, Missouri State Normal School, Cape Girardeau, Missouri.

Densmore, Hiram D., Professor, Beloit College, Beloit, Wisconsin.

Downey, Dean, University of Minnesota, Minneapolis, Minnesota.

Durstine, W. E., Township High School, Joliet, Illinois.

Early, W. I., Principal, Sioux Falls High, Sioux Falls, South Dakota.

Eaton, Edward D., President, Beloit College, Beloit, Wis.

Elliff, Joseph D., Inspector, University of Missouri, Columbia, Missouri.

Elliott, C. H., Superintendent, Centralia, Illinois.

Elson, W. H., Superintendent of Schools, Cleveland, Ohio.

Ensign, F. C., State University of Iowa, Iowa City, Iowa.

Ensign, Orville, Bryan, Ohio.

Esbjorn, C. L., Augustana Academy, Rock Island, Illinois.

Everett, Charles D., Principal, North High, Columbus, Ohio.

Fales, David, Jr., Professor, Knox College, Galesburg, Illinois.

Foster, H. H., Professor, Ottawa University, Ottawa, Kansas.

Freer, H. H., Dean, Cornell College, Mount Vernon, Iowa,

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Gault, F. B., President, University of South Dakota, Vermillion, South Dakota.
George, J. H., President, Drury College, Springfield, Missouri.
German, W. L., Superintendent, Polo, Illinois.
Gilbert, J. P., University of Illinois, Urbana, Illinois.
Giles, H. E., Principal, Hinsdale High, Hinsdale, Illinois.
Goble, W. L., Principal Elgin High, Elgin, Illinois.
Greeson, W. A., Superintendent of Schools, Grand Rapids, Michigan.
Griffith, H. E., Knox College, Galesburg, Illinois.
Gulliver, J. H., President, Rockford College, Rockford, Illinois.
Hailman, W. N., Interlaken School, Laporte, Indiana.
Hall, Harlan E., Principal Mansfield High, Mansfield, Ohio.
Hansen, Herbert C., Tuley High, Chicago, Illinois.
Harlor, J. D., Principal, East High, Columbus, Ohio.
Harris, Edward L., Principal, Central High, Cleveland, Ohio.
Harris, William Taylow, Principal, Walnut Hills High, Cincinnati, Ohio.
Hartwell, L. O., Superintendent of Schools, Kalamazoo, Michigan.
Hawkins, W. J., President, State Normal, Warrensburg, Missouri.
Heil, John H., Principal, Morgan Park High, Morgan Park, Illinois.
Herrick, Horace N., Waller High, Chicago, Illinois.
Heyward, Richard, State High School Inspector, Grand Forks, North Dakota.
Hickok, Charles T., Professor, Coe College, Cedar Rapids, Iowa.
Hieronymus, R. E., President, Eureka College, Eureka, Illinois.

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Hill, Fred B., Carleton College, Northfield, Minnesota.
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Holgate, Thomas F., Dean, Northwestern University, Evanston, Illinois.
Hollister, H. A., High School Visitor, University of Illinois, Urbana, Illinois.
Hubbard, F. G., Professor, University of Wisconsin, Madison, Wisconsin.
Hughes, Richard C., President, Ripon College, Ripon, Wisconsin.
Hundley, H. Rhodes, Dean, Doane Academy, Granville, Ohio.
Hunt, Emory W., President, Denison University, Granville, Ohio.
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Jones, George M., Secretary, Oberlin College, Oberlin, Ohio.
Jones, Jessie Louise, Lewis Institute, Chicago, Illinois.
Judd, Caroline Lucy, A. G. Lane High, Chicago, Illinois.
Judd, Susan Alice, Jefferson High, Chicago, Illinois.
Kelley, A. W., Professor, Milton College, Milton, Wisconsin.
Kerfoot, Samuel F., President, Dakota Wesleyan University, South Dakota.
Kingman, Charles H., Principal Kankakee High, Kankakee, Illinois.
Kirk, John R., President, State Normal School, Kirksville, Missouri.
Lancaster, E. G., President, Olivet College, Olivet, Michigan.
Lee, L. B., Oak Park, Illinois.

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Liming, M. D., Michigan City High, Michigan City, Indiana.

Loos, Charles L., Jr., Principal, Steele High, Dayton, Ohio.

Lyon, E. D., Principal, Woodward High, Cincinnati, Ohio.

Mackenzie, David, Central High, Detroit, Michigan.

MacLean, George E., President, University of Iowa, Iowa City, Iowa.

McClelland, Thomas, President, Knox College, Galesburg, Illinois.

McConn, C. M., Principal, University of Illinois Academy, Urbana, Illinois.

McFarland, George A., President, State Normal School, Valley City, North Dakota.

Main, J. H. T., President, Grinnell College, Grinnell, Iowa.

Mann, C. R., Professor, University of Chicago, Chicago, Illinois.

Markham, O. G., Dean, Baker University, Baldwin, Kansas.

Marshall, L. C., University of Chicago, Chicago, Illinois.

Marshall, George Edward, Principal, Davenport High, Davenport, Iowa.

Mees, C. Leo., Rose Polytechnic Institute, Terre Haute, Indiana.

Miller, Edward A., Dean, Oberlin College, Oberlin, Ohio.

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Perry, Charles F., Director, Milwaukee School of Trades, Milwaukee, Wisconsin.
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Rammelkamp, C. H., President, Illinois College, Jacksonville, Illinois.
Rankin, A. W., Professor, University of Minnesota, Minneapolis, Minnesota.
Rawles, Wm., Professor, Indiana University, Bloomington, Indiana.
Reed, John O., Dean, University of Michigan, Ann Arbor, Michigan.
Robinson, E. V., Professor, University of Minnesota, Minneapolis, Minnesota.
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Sabin, Ellen C., President, Milwaukee-Downer College, Milwaukee, Wisconsin.
Sargent, Edward, Principal, Gary High, Gary, Indiana.
Sawders, Frank K., President, Washburn College, Topeka, Kansas.
Schumacher, Reverend Matthew, Director, University of Notre Dame, Notre Dame, Indiana.
Scott, Frank W., University of Illinois, Urbana, Illinois.
Scott, F. N., Professor, University of Michigan, Ann Arbor, Michigan.

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Shelton, Charles Eldred, President, Simpson College, Indianola, Iowa.

Shipman, Margaret, Polo, Illinois.

Sims, F. L., Principal, New Trier Township High, Kenilworth, Illinois.

Skinkle, Eugene, Principal, Valparaiso High, Valparaiso, Indiana.

Sleight, George N., Principal, Elgin Academy, Elgin, Illinois.

Slocum, William F., President, Colorado College, Colorado Springs, Colorado.

Slone, Clyde, Superintendent, Huron, South Dakota.

Smith, Principal, Findlay High, Findlay, Ohio.

Smith, L. W., Principal, Thorntown Township High, Harvey, Illinois.

Smyser, William E., Professor, Ohio Wesleyan University, Delaware, Ohio.

Snow, Marshall S., Dean, Washington University, St. Louis, Missouri.

Spence, Margaret, 71 Third Street, Hinsdale, Illinois.

Stewart, Charles S., Principal, Maine Township High, Des Plaines, Illinois.

Stilwell, William Earle, Head Master, University School, Cincinnati, Ohio.

Stout, John E., Principal, Lyons Township High School, La Grange, Illinois.

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Todd, H. Coulter, Professor, Epworth University, Oklahoma City, Oklahoma.

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Waldo, D. B., President, State Normal School, Kalamazoo, Michigan.

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Wilde, Arthur H., Principal, Evanston Academy of Northwestern University, Evanston, Illinois.

Wirt, William, Superintendent of Schools, Gary, Indiana.

Wilson, Herbert C., Dean, Carleton College, Northfield, Minnesota.

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Whitney, A. S., Inspector, University of Michigan, Ann Arbor, Michigan.

Whitmore, Ora R., Hinsdale High, Hinsdale, Illinois.

Woodward, Calvin M., Dean, Washington University, St. Louis, Missouri.

Wood, Superintendent of Schools, LaPorte, Indiana.

Wright, H. C., J. Sterling Morton High, Clyde, Illinois.

Zeller, J. C., Professor, Illinois Wesleyan University, Bloomington, Illinois.

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PROCEEDINGS

OF THE

FIFTEENTH ANNUAL MEETING

OF THE

North Central Association

OF

Colleges and Secondary Schools

HELD AT

CHICAGO, ILLINOIS

March Twenty-fifth and Twenty-sixth
Nineteen Hundred and Ten

EDITED BY
THOMAS ARKLE CLARK
Secretary of the Association

CHICAGO
PUBLISHED BY THE ASSOCIATION
MCMX

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HARVARD COLLEGE
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Copies of the Proceedings of the North Central Association of Colleges and Secondary Schools may be obtained by addressing the Treasurer of the Association, Mr. J. E. Armstrong, Englewood High School, Chicago. The price of single copies is twenty-five cents. The price of the complete set, with the exception of volume twelve, which is out of print (fifteen numbers, including the report of the Preliminary Meeting for Organization), is $3.50.

The next meeting of the Association will be held in Chicago, Friday and Saturday, March 24 and 25, 1911.

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THE

NORTH CENTRAL ASSOCIATION

OF

Colleges and Secondary Schools

FIFTEENTH ANNUAL MEETING

Chicago, March 25 and 26, 1910

The fifteenth annual meeting of the North Central Association of Colleges and Secondary Schools was held in Chicago, Friday and Saturday, March 25 and 26, 1910.

FIRST SESSION FRIDAY, MARCH 25, 1910.

The Association was called to order at 10 o'clock a. m., in the Banquet Hall of the Auditorium Hotel by President Dean C. M. Woodward, of Washington University, St. Louis, Mo. President Woodward delivered the annual address as follows:

THE LOGIC AND METHOD OF INDUSTRIAL EDUCATION.

CALVIN M. WOODWARD, DEAN OF THE SCHOOL OF ENGINEERING AND ARCHITECTURE, WASHINGTON UNIVERSITY, ST. LOUIS, MISSOURI.

Herbert Spencer said that life is a series of adjustments. That has been the History of Education. Ever since the Centaur taught the Greek heroes; since Aristotle took Alexander as a private pupil; since Labelais wrote on the edu-

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cation of a boy; since Milton wrote his Tractate on the education of the "Generous Youth" of England; since John Locke wrote his essay on the Human Understanding; since Dr. Samuel Johnson recommended a course of study made up chiefly of the poets and orators of Greece and Rome; since Jean Jacques Rousseau wrote his Emile; down to Arnold at Rugby, Dean Farrar at Harrow, the National Educational Association Committee of ten; and finally down to the Manual Training School of to-day, education has been adjusted, or the attempt has been made to adjust education to its environment.

Such I assume is the aim of this Association. We are studying the conditions surrounding our schools and colleges; we are also, without prejudice, studying our schools and colleges themselves, all with a view to a more perfect adjustment of education and environment, the one to the other.

Such being our general purpose, I think it in order and timely to discuss the question:

WHAT IS THE FUNCTION OF THIS ASSOCIATION IN RELATION TO THE BRIGHT AND CAPABLE BOYS AND GIRLS WHO, UNDER PRESENT CONDITIONS, DO NOT ENTER EITHER COLLEGE OR SECONDARY SCHOOL?

I shall not discuss the situation as regards colleges of letters or professional schools, technical or otherwise. The attendance at universities and colleges has inceased rapidly of late, but the very general habit of advertising for students is sufficient evidence that there is plenty of room as yet.

Turning then to Secondary Schools, we allow to the word secondary a wide signification. Subjects and studies are now recognized which formerly had no standing in the realms of scholarship. It is no longer Latin, Greek, and Mathematics, and nothing else, as was substantially the case

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when I fitted for college nearly sixty years ago. The curriculum is broader; it has been enriched by a variety of nature studies, by applied art, and by the mechanic arts. This extension also has been fit and proper. You will not quarrel with me for using the word enriched. If a word of excuse were necessary, it is really found in a sentence written by no less a man than Ambassador James Bryce in a recent paper on "Gladstone as a Man." After speaking of Gladstone's wide scholarship, his great literary activity and his remarkable knowledge of affairs, Bryce says:

"There was, however, one large department about which he knew very little, so little that he never realized how much he lost by not knowing more; I mean the sciences of nature. The explanation was quite simple. He belonged to a pre-scientific age. In his youth nothing was taught at Eton and at Oxford except Latin, Greek, and mathematics, and the occupations of his life after he entered Parliament at twenty-three never left him time for repairing the omission. Seventy years ago natural science covered a far smaller part of an educated man's sky than it does to-day."

I heartily approve of a wide acceptance of secondary school studies, as I do of adequate equipment in the way of library and laboratory facilities, and of thoroughly trained teachers. I also heartily approve of giving much of our attention to such matters as: The length of school courses of study; the specification of "required studies"; the assignment of "credit" for each study, and the total number of "credits" for graduation or certification.

OUR INTEREST SHOULD NOT BE LIMITED TO COLLEGE BOYS.

Our interest in these details is natural and proper, because the pupils of the secondary schools must be prepared to meet the entrance requirements of the colleges or technical schools if they are going on into some form of higher education. But should our interest stop with those who ask admission to college or technical schools? Has this Asso-

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ciation no function for the vastly greater number of boys and girls, especially boys, who need and desire the training of a secondary school, but who have no present need of credits or certificates such as we now recognize and require? As leaders and promoters of American popular education, have we not something to do with industrial education, with a systematic training in the fundamentals of our industries?

WHY THE GREAT MAJORITY LEAVE SCHOOL.

I am partially answered by our recent discussions of manual training, applied arts, and last year by our admission of a paper on trade schools. My relations to industrial problems, and the observations of a long life given to "Education for Service," leads me to ask for a livelier interest and a keener sense of responsibility for the training of the great majority, who in the past have been unfeelingly told in substance: "If you don't want the things we have to give you, to show you, to teach you, you need not come." And, for one reason or another, not more than one in five or six did come to the secondary schools which we maintained at public expense, or to the private foundations laid for the benefit of would-be college boys. Those who did not want what the secondary school had to give went off and straightway joined the great army of "floaters," and drifted hither and thither until caught by some shoal or snag in the current of human affairs. To be less figurative and to speak in the present tense—for in spite of what has been accomplished in the last thirty years, our work seems but just begun—at least eighty per cent of the boys who come up through the lower grades leave school too soon, either from lack of parental advice and influence, or because existing schools are distasteful, or from real necessity, or from a strong desire to start early to win their way to success, or to have money to spend—which last is perhaps the most potent factor of all. At any rate, they pass out of the schools and enlist in the army of untrained, un-

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skilled, and far too often in our great cities, unworthy and unprofitable citizens.

The most vital educational and social question of our time is what to do for this multitude of boys who now leave school too early. For every thousand young men who pass through our certificated schools and enter our colleges of letters and schools of engineering, there are four or five thousand others capable and worthy who never stand on the threshold of a secondary school, much less knock at the door of a college.

It is an exceedingly important fact that each one of these thousands of boys who do not enter the high school and who, as a rule, go no more to any school, is entitled under the law to an education as well suited to his needs in a career as an industrial worker, as is the boy who wins our certificate and who expects to go to college or school of engineering. I firmly believe that the welfare of this nation is as much dependent upon the proper training of the former as upon the proper education of the latter. The greatest burden our country is carrying to-day is the tremendous army of untrained, uneducated laborers.

I quote a paragraph from a recent paper by Mr. James P. Monroe:

"The next genuinely educational business before a community is to prepare the child for that industrial usefulness, to himself and to the community, which is fundamental to good citizenship. He is virtually but half-educated so long as he has not acquired such necessary industrial qualifications as manual control and dexterity, co-operation of brain and hand, quickness of adaptation, fertility of resource, concentration, 'gumption,' and has not been given, on top of these, ample opportunity to secure the groundwork of some special trade or industry. Without such essentials he is likely to join that appalling army of 'floaters' who, without a trade or any chance of learning one, wander from one casual occupation to another, depressing

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wages, inducing enormous industrial waste, and swelling at last the costly ranks of vagrancy."

THE INFLUENCE OF MANUAL TRAINING.

Much has been done during the last thirty years—and especially during the past ten years—towards solving this problem—how shall we care for those who without our care would be the "floaters" Mr. Monroe speaks of? Manual training, now universally approved and very generally adopted in cities and large towns, laid the foundation for a broader curriculum in the secondary school—but it did not aim to be, and its founders did not claim that it should be, vocational any more than were the traditional studies vocational. In a certain deep sense everything taught in a school is vocational. As Professor Henderson says: "No scheme of education is complete unless at the same moment it is vocational."

We have not yet realized the full value of manual training for the great mass of boys, and I think I can safely add, of girls, whom teachers and Boards of Education have on their hands, or ought to have on their hands. Manual training started thirty years ago in a secondary school with four distinct objects in view: (1) To educate the whole boy, to develop the entire area of his brain; (2) To lay a broad and appropriate foundation for higher education; (3) To enable boys to discover their innate mental and physical aptitudes; (4) To furnish a broad basis for an industrial career should one's aptitudes lie in the direction of the mechanic arts. It admitted only boys of fourteen years or more, who had finished the grammar grades—the average was about fifteen.

There are hundreds, perhaps thousands, of such schools in successful operation to-day. They have diminished the army of floaters perhaps twenty per cent, as the growth of high schools shows. I have been a member of the Board of Education of St. Louis for thirteen years. It has four

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large high schools for white pupils, and one for colored, each of which is well equipped for teaching the mechanic arts and domestic science and the household arts. The high school attendance has more than doubled in eight years. Experience has shown that elementary tool work, needle work, and cooking can be successfully taught to pupils two or three grades below the high school. Accordingly every boy and every girl in the seventh and eighth grades—and some of the sixth—have one two-hour lesson a week at one of the manual training centers of which there are nearly twenty in the city.

Statistics show that the attendance in these upper grades has about doubled in nine years.

I have no doubt that many other cities can show equal progress, and perhaps greater; but the fact remains that we have but just begun to meet our responsibilities. We must not shut our eyes and ears to the fact that we lose touch with fully one-half of our youth who enroll in the fifth grade, but disappear before the ninth grade is reached.

WHEN AND WHERE PUPILS DROP OUT OF SCHOOL.

I recently made a study of the withdrawals from our St. Louis schools. I do not claim that we are better off in these matters than other cities; I know that our showing is not as good as some, but let us face the facts. I find that there are few withdrawals up to the age of thirteen. The population of the city is increasing, in spite of deaths and removals, so that the number of school children who were thirteen years old in 1907-8 should have been greater in 1908-9, when they were fourteen years old, but the number has fallen thirteen per cent. In like manner the group who were fourteen in 1907-8 was thirty-three per cent less in 1908-9, when they were fifteen years old. The drop the next year, from fifteen to sixteen years of age, was forty-four per cent; and the drop while changing from sixteen to seventeen years of age, was forty per cent. On compar-

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ing the number who were sixteen in 1909 with the number who were thirteen in 1908 (different children of course), I find an apparent loss of seventy-three per cent. Thus far for classification by age. That is, of 1,000 children who were in school when thirteen years old, only 270 were in school when they were sixteen; 730 had dropped out. How is it if classified by grade?

By following the same group of pupils from the third to the seventh grade, I find that the chief falling off occurs when the group is changing from the fourth to the fifth, and from the fifth to the sixth grade. I thus find the ages of those who drop out and the grades from which they drop. The "normal" age for changing from the fourth grade to the fifth in St. Louis schools is eleven years, and from the fifth to the sixth the normal age is twelve years. Comparing these results with the actual ages of those who drop out, I am led to the inference that those who thus drop out before reaching the grades in which they would come in touch with tool work and domestic science, were some three years behind the normal age in scholastic standing. If my inference is correct, and it seems probable, my figures show that those who are slow and backward in the book work on which promotion is based, are the ones who lose heart and disappear.

THE NEGLECTED HALF.

Here we have the main source of supply for the "neglected half," of whom we have heard so much, and of the "danger period," which they inevitably enter. Gen. Francis A. Walker once wrote feelingly of these boys and girls whom our rigid system of grading drives out of school. Said he: "There is no place, or only a most uncomfortable one, for those boys who are strong in perception, apt in manipulation, and correct in the interpretation of phenomena, but who are not good at memorizing, or rehearsing the opinions and statements of others; or who, by their indifference or slowness of speech, are unfitted for ordinary in-

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tellectual gymnastics. These boys are quite as numerous as the other sort, and are quite as deserving of sympathy and respect, besides being rather better qualified to become of use in the industrial and social order. And yet for this class of boys the school offers almost nothing upon which they can apply their priceless powers."

I once quoted President John R. Kirk in this connection, and his words seem to me now so true and so strong, that I venture to use them again:

"An impartial study of the typical school will probably justify the following conclusions: (1) That we begin by repressing instead of directing the normal inclinations of the child; (2) That we restrain his physical impulses instead of using them to promote his intellectual and moral growth; (3) That we educate him away from habits of action; (4) That we ordinarily withdraw him too far from real and tangible things, and fill him with facts too remote from the employment which his talent and his necessities will require him to follow when grown to manhood.

"Children entering school at the age of six with no apparent disposition towards laziness are known to grow less inclined to work at useful things the longer they attend school; so true is this that large numbers of young people on leaving school between the ages of fourteen and twenty not only have *no skill in doing useful things,* such as an enlightened community must have done, but they have acquired a *permanent distaste for doing useful things.*

"This does not seem right. But it is not the fault of the children; it is the fault of those who misguide the children; it is the effect of a system. Many, very many, fourteen-year-old boys and girls sit in the school room day after day not only in a condition of bodily inactivity, reverie, or day-dreaming, because the abstract and obscure subjects given them to 'study' do not appeal to their interest and cannot be brought by them into relation with concepts built up in previous work and play."

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Now what shall be done for this retarded, but priceless half? The other half is well treated, well housed, well furnished, and all doors are open to them, and you and I stand ready to welcome them.

A PLEA FOR THOSE WHO NEVER REACH HIGH SCHOOL OR COLLEGE.

I plead now for those who never enter your doors nor mine. They are still boys, thirteen, fourteen, fifteen years old, too young and undeveloped to do the steady work of a man; too ignorant to be left to themselves. We all know some such boys, looking for jobs, or engaging in work which leads nowhere, which hinders rather than helps to train and develop men of the right sort. Such boys gravitate to low-down centers, and the result is doubly bad, bad for what they learn and bad for what they do not learn. A fine possibility often becomes a disappointing reality.

I am not dealing with imaginary evils. Real evils confront us. Too long have we shut our eyes to the crowds of boys who are discounted in our schools, and as a consequence, who walk our streets, look longingly into our shops, or loaf about the saloons, the race-courses, the ball parks, or earn a pittance as cash boys, messenger boys, bell boys, or boys doing fourth grade work in a factory.

Professor Swift, in his recent book, "Mind in the Making," gives a long list of eminent men and women of those who are lights of the intellectual world as well as successes in practical life, who, measured by school standards, were failures. We are thus shown how narrow and arbitrary those standards are, and are made to realize that they apply only to a certain specialized type of ability. It would be obviously unfair to condemn as stupid all pupils who have little aptitude for music. But is it not as arbitrary to make proficiency in grammar and Latin the test? Emerson could do nothing in mathematics. Darwin was so inferior, judged by school standards, that his own father prophesied that he would disgrace his family; the mother of Hume said of

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him that he was 'a fine, good-natured crater, but uncommon wake-minded." Read what Herbert Spencer says of himself; that he never learned grammar, either English, Latin, or French.

Now, I am not opposing the studies we have in our schools, or the standards we set in Latin and mathematics, history and physics, the fine arts, and the mechanic arts. I ask only for a broader opportunity, and a more liberal recognition of educational needs. We are not called upon to differentiate our youth, and say to some "go here," and to others "go there"; they differentiate themselves, or they are differentiated by circumstances beyond our control. Our plain duty is to all alike according to their gifts, their limitations, and their needs.

We are apt to turn our backs upon what we consider the dunces and misfits, and take pride in our fine schoolhouses, our well dressed children, our laboratories and libraries for the study of science, art, and literature, as though we were educating a privileged class to be the scholars and leaders of the world's work in the next twenty-five years.

CORPORATION SCHOOLS.

Now this problem has been attacked in various ways and from different sides.

1. The employers of skilled labor all across the land have learned that the best workmen must be taught both the theory and the art of their trades. Railway companies, electric companies, metal-working establishments, and makers of goods of all kinds train their own foremen and skilled workers in what is, in every case, a trade school annex for a particular trade. There are hundreds of these annexes, organized in a variety of ways, more or less original, with some ideas borrowed from Europe and many from each other. A characteristic of them all is the employment of

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teachers who are skilled workmen, and who have had sufficient experience to know what the theory of the work involves, and who are competent to teach the underlying principles fairly well. Another characteristic is that the young apprentices are paid by the hour whether they are in the school annex or in the shop.

The conditions of admission to these apprentice classes vary with the mental and physical demands of the trade or occupation. The minimum age varies from thirteen to seventeen or eighteen, and the academic standard varies from the sixth grade to a high school diploma.

There is very much to be said in favor of this solution of our problem. Many of these schemes reach down low enough to get hold of members of the "neglected half," and I have reason to think that to the extent of such employment, they are doing great good. Moreover, the benefit to the companies and the community is great, for the result is better workmen, better foremen, better work, an undoubtedly greater interest in and loyalty to the company. My only criticism is that the training is narrow and there is in consequence a lack of versatility.

PRIVATE TRADE SCHOOLS.

2. The second partial solution is that of trade schools on private foundations. Here the great difficulty has been the cost. The expense for buildings, equipment, teachers, etc., is prohibitive except in the case of a rich benefactor like Auchmuty in New York, Williamson in Philadelphia, Carnegie in Pittsburg, Wilmerding in San Francisco, and Rankin in St. Louis. In some such schools tuition is free—in others small fees are required. In some the course of study is very short, say four months, and of course very narrow. In others it is three or four years long, combined with a full academic course, but in every one the technical range is narrow. But all such schools, excellent as they may be, are but a drop in the bucket. It is reported that the

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Williamson School of Trades in Philadelphia, which reaches down to the level of the class we are now interested in, cannot take in one-fifth of those who apply. The best Trade Schools are admirable. The private trade schools and the corporation-annex schools combined do not cover one-tenth of the ground. There is much left for the public schools to do.

PUBLIC TRADE SCHOOLS.

3. Public trade schools supported by taxation are very rare. I know of but few. The most conspicuous is the Technical High School of Cleveland, of which we shall soon hear from the Principal, Mr. James F. Barker. *

The Portland (Ore.) School of Trades, with day and evening classes, is a part of the public schools; and the evening trade training department in the Technical High School of Springfield, Mass., is a part of the public school system. It gives promise of much more along similar lines all over the land. It should be borne in mind, however, that all evening school training work is given to those who, for better or for worse, have already found employment.

If I were to compare the best trade schools with the Corporation schools—I should say that the former give a broader outlook, owing to their generous academic program, and a greater range of shop processes; but the graduates of the latter excel in skill and finish of their work, and a knowledge of the business. This last is a matter which cannot be gained in a schoolroom; business and shop

*The Technical High School of Cleveland would be a regular manual training high school were it not for the fact that, during the third and fourth years, the work in shop and class is directly aimed at four or five distinct trades, thus making it a public trade school.

The school's rooms are well equipped and the school itself is very popular. Incidentally, the school program embodies an innovation which is full of suggestion, viz.: The school year consists of four equal terms of twelve weeks each—there being a week's vacation at the end of each term.

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management must be learned outside of school. A few general principles may be taught and illustrated, as may banking and railroad accounting, but the organization and management of a business is largely a personal matter, and the chief clerk and the general manager are generally self-made men.

CO-OPERATIVE SCHOOLS.

4. A fourth partial solution of our problem is on trial in Fitchburg, Mass., and you will soon hear a paper on that subject from the people in charge. It is a case of co-operation between the manufacturers and the public high school. The manufacturers furnish shops and shop instruction; the high school furnishes teachers of drawing and academic studies.

Fitchburg is an active industrial city of about 30,000 people, with numerous large manufacturing establishments, so that the situation is particularly favorable for an experiment in industrial education. For some years, this subject has been under discussion in social and business clubs, and a State commission appointed by the Governor visited the city, and plans of an industrial school were proposed and discussed for some time. Finally the co-operative plan was adopted and put into operation during the summer of 1908.

The plan of organization recites that the employer is bound to furnish systematic instruction in the use of specified tools and processes, such as may be agreed upon when the contract is signed. It also lays down the rules and regulations governing the attendance and work of the apprentice. It specifies that the school course shall cover four years, the first year being wholly in the high school, the other three years the student is in school alternate weeks, twenty each year. It specifies further that the other twenty weeks of the school year and ten of the vacation weeks are to be spent by the boy in the shop—thirty weeks of fifty-five hours each, Saturday being a half holiday. It further specifies that during the first of the shop years the

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boy shall receive ten cents per shop hour; during the second year, eleven cents per hour; and during the third year, twelve and one-half cents. The average amount is a little over $180 for each of the three years. It further speecifies that any time lost during any year is to be made up before the next year can begin, and that at the close of the course no diploma or certificate can be given until all lost time is made up. Finally it specifies that the apprentice boy shall carry on successfully the course of study laid down for school work, and that if any failure exists either for the acceptable performances of work in school or in the shop, it will result in the boy's being dropped out of the class and the vacancy filled, as far as possible, by another boy.

The scheme is closing its second year of shop work, there being at the present time a first-year class of seventeen in the high school itself; a second-year class of twenty spending their second year in the high school and their first year in the shops, the third-year class of twenty-one spending their third year in the high school and their second year in the shops.

There may be similar experiments elsewhere, but I am without data concerning them. If this scheme stands the test of five years' trial, there will be much to commend it. In the first place, it appeals or may appeal to the neglected or dissatisfied boys who cannot or will not march to the time of the common curriculum.

In the second place, if the co-operating employers live up to their contract, the shop work is certain to be attractive, the progress made will arouse ambition, and the correlation of mathematics, sciences, and drawing with shop work will prove to be a great stimulus to brain activity. I myself visited some of the boys at work in the shops in Fitchburg last summer. I saw what they were doing and how they were treated by superintendent and foreman. I sharply questioned the boys as to their school work. The boys were assigned in pairs, and the members of each pair

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alternated, a week in and a week out, and I got their grades from the supervising principal. One-half of them had already dropped out of school or would have dropped out, had the plan of co-operation not been offered.

I enquired about the attitude of the bondsmen and the parent or guardian. That attitude was favorable—enthusiastically so. The shops paid the boys almost $200 a year, which was nearly enough for food, clothing, and shelter, with a good trade in prospect and a knowledge of a good business besides.

The Fitchburg scheme reminds me of a fine definition of a good bargain—it is one in which both parties gain—the employers get what they want, a better grade of workmen, broad-minded and skillful; and the school authorities get good citizens—thrifty, intelligent men. In short, it promotes industry and the commonwealth.

Finally, this scheme of co-operation enables the public schools to help do what the schools could not possibly do alone. The cost of shops and shop appliances thus made educative quickly runs into the millions in even a small manufacturing center. No further argument is necessary.

THE DUTY WHICH REMAINS.

Admirable as the above plans are, it is readily seen that they leave the laboring oar for the schools themselves to pull. The neglected "half" may be reduced to a "third" by the Corporation schools, the few public and private trade schools, and by the co-operative schools, yet the responsibility still falls upon us and the Boards of Control who administer schools, supported largely by public taxation.

There seems to be no question of the legality of spending public money in teaching the mechanic arts, as well as the arts of reading, writing, etc. Manual training, elementary and advanced, is everywhere recognized as appropriate to a public school. The logic of history leads to the legality

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of vocational training also. We have schools of law, medicine, engineering, agriculture, teaching, stenography, dressmaking, millinery, and journalism, recognized and fostered by public money. Will there be a stop at plumbing, brick laying, drafting, joinery, electric wiring, or painting? I think not. But the question remains: How can the public schools properly go into the work of teaching trades?

Looking over the whole field of demand and supply—of industrial workers from the standpoint of the industries; and of the intelligent, more generously educated, and better classified citizens from the standpoint of disinterested educators, I have come to certain convictions which I shall briefly state:

1. I heartily endorse the Corporation schools, *provided* they receive no boys younger than sixteen years, and not lower than high school grade.

2. I endorse also private trade schools with the same provision, and the added provision that the course of instruction keep step with the practical work; that they combine theory with practice, science with art.

3. I cordially approve all co-operative schemes which are similar to the Fitchburg plan, provided the standards of admission be not lower than sixteen years, and the eighth grade, and provided further, that experience shows that the "Tri-part Agreements" are faithfully kept.

4. I am not prepared to endorse any scheme whereby the public schools shall undertake fully to teach trades and turn out men who shall be worthy to be rated as journeymen. We can, I believe, discharge our duty to the neglected remnant and to the community in a better way. My judgment has not been hastily reached. I have seen experiments and I have tested their value, and others have done so as well, and I am glad to find myself in almost perfect

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accord with Professor Thomas M. Balliet, Dean of the Department of Pedagogy, New York University, a most accomplished educator and a close student of all these matters. Said he at a recent banquet, while discussing the very point I am now considering:

"We cannot copy in this country the trades schools of European countries, as the small trades which still survive there have long since passed away with us. The American workman must be trained to use machinery as well as tools, and we must train his mind as well as his hand. There is need of a system of elementary technical education. We have a sufficient number of high-grade technical schools, whose function is to train engineers, but we need a very large number of schools of high school grade in which we can give the student a fairly good literary education, thorough training in mathematics, physics and chemistry in their application to the mechanical trades, and in addition a thorough course in manual training, which will give him the elements of three or four trades during the four-years' course. The demand for men of such training who have also had practical experience in shops to supplement their school education is at present immensely larger than the supply. Below this grade of school we need the trades school proper, in which young men, together with a modicum of literary training, can thoroughly learn the trade to which they wish to devote themselves."

RECOMMENDS PREPARATORY VOCATIONAL SCHOOLS.

In place of the words "trade schools proper" for the retarded and backward boys who drop out of the sixth, seventh, and eighth grades, I would suggest "preparatory vocational" schools, organized as separate schools with a greatly simplified course of academic work, with at least *half of every day* given to an elementary course in the mechanic arts, including the use of machinery working woods and metals. Instead of "thoroughly learn the trade," I

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would say, "lay a broad foundation for the trade." In such schools, abstractions, whether in books or in the shops, would be premature and out of place. Healthy boys thirteen, fourteen, fifteen years old crave opportunities to use their growing muscles, and in the hands of a *man* who understands boys, hand-tool work and later machine-tool work becomes highly attractive and highly educative. With such a program the boys will remain in school. The range of work should be broad; should touch the materials and processes of local industries impartially. Above all, the program should not be too ambitious. I have heard of so-called teaching of the mechanic arts which was as illogical and absurd as it would be to begin arithmetic with partial payments, or to begin algebra with quadratic equations, and music with Beethoven's ninth symphony. Progress should be slow and thorough. As John Locke said long ago: "Not only children, but anybody else, that would do anything well, should never be put upon too much of it at once, or *be set to perfect himself in two parts of an action at the same time,* if they can possibly be separated."

Let all such work be called "vocational" since it should, in a course of two or three years, lead to apprenticeship in such industrial schools as I have described, or to advanced public schools, or to the scores of vocations involving little skill and less science, and steady work.

EVENING TRADE TEACHING.

For young men over seventeen, I do not hesitate to recommend evening schools extremely technical, covering drafting and the most educational forms of wood work and metal work. Trades which differ quite widely in external appearance are, so far as the skillful use of tools is concerned, based on the same fundamental principles and processes. When the scholar has thoroughly mastered Latin, he can read either poets or philosophers, tragedies or comedies. When a student has mastered all departments of applied mechanics, including the strength and elasticity

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of materials, he can erect a skyscraper, construct a bridge over the Mississippi, or build the waterworks of a great city. So a young man who has mastered every tool in my machine shop and every process in my forging shop can, so far as mere construction is concerned, build a clock, or a gasoline engine; a pump or an automobile. Master mechanics, who have had experience enough to be good judges, tell me that a graduate of a manual training school in which for three or four years he has spent not more than six hundred hours per year in drafting and shop work, is a better all-round workman than an apprentice who has spent all those years learning a trade, fifty-five hours a week for fifty weeks, or two thousand seven hundred and fifty hours per year. I could relate any number of stories illustrating the simplicity and the paucity of the tricks of a trade.

Suffice it to say, there is such a thing as a liberal education in universal tools and general processes, and with all my soul I believe in liberal, not narrow, education.

I do not recommend that any boy be compelled to attend any particular industrial school. He should be absolutely at liberty to go to any school. Their doors should all be wide open, with no compulsion toward any particular door, but there should be a compulsion toward some door. Our present compulsory laws of education stop at fourteen or at sixteen if no regular occupation has been secured, but I do not hesitate to advocate a continued attendance until fifteen or sixteen years have been reached, either in one kind of day school or another.

Let the high schools avoid "trade" as much as possible. Keep all the doors open and give a liberal education in the practical arts. Give the boys a chance to discover themselves, and the fields of industry. Aim at development, not at a trade or a profession. The Ideal Education is not for a trade or for a profession; develop power and character, and the proper occupation or

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"calling" will surely follow as the day the night, as the fruit the flower. As for the higher realms of technical education, let all roads lead thither, and keep all the roads open. There is the greatest of all fields for *service*.

The eminent divine, Dr. J. W. Lee, of Atlanta, Ga., said the other day:

"The difference between so-called higher education and industrial education is, that one trains the head, without special reference to the hand, while the other trains both head and hand. Higher education becomes industrial when the mind is trained, not only how to think, but how to translate its ideas into the practical work of life."

Without a training for service there can be no true culture. The colleges and schools of this association have large opportunities, and large responsibilities.

The report of the Executive Committee was then presented by the Secretary.

REPORT OF EXECUTIVE COMMITTEE.

The Executive Committee recommends the following institutions for membership in the Association: Jamestown, North Dakota, High School; A. G. Crane, Principal; and University of Kentucky, Lexington, Ky., James K. Patterson, President. The committee voted to lay over for future consideration the applications of Toledo University, Toledo, O.; Northwestern College and Emporia College of Kansas, and Des Moines College of Des Moines, Ia. These institutions will be inspected further before the Executive Committee makes a definite recommendation.

The recommendations were approved by the Association.

The following amendments to the constitution which were presented last year and which have been on the table during that time, are now presented for final action of the Association:

(1). Article 3, Section 4. Change "15 units" to "14 units."

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(2). Article 3. Add to Section 6, "After April 1, 1912, no college or university shall be eligible to membership which is not on the list of accredited colleges of the Association."

(3). Article 10. After "provided" change to read "that notice has been given at the preceding meeting, or that a printed notice of the proposed amendment has been sent to each member at least two weeks before said meeting."

(4). Article 5, Section 1. Omit the words "from each State represented in the Association."

It was moved and carried that (1) be recommitted to the committee.

It was voted that (2) and (4) be approved. The motion to approve (3) was lost.

At a later meeting the Executive Committee voted that an appropriation of $50 each be made to the Secretary, the Treasurer, and the Secretary of the Commission for clerical assistance. The matter of the advisability of arranging a budget of expenses was deferred until a later meeting of the committee.

The following names and institutions were presented to the Association for membership and the recommendations approved: Professor Max Griebsch, Director of the German-English Academy, Milwaukee, Wis.; Francis G. Blair, Superintendent of Public Instruction, Springfield, Ill.; Ella Flagg Young, Superintendent of Chicago Schools; A. E. Trettien, Professor of Education, University of South Dakota; Kirkwood, Missouri, High School, Principal, Ethalene Flournoy; the Bay City, Michigan, East Side High School, Principal, G. R. Swain.

The applications of Milwaukee Downer College of Milwaukee, Wis., and of Fargo College, Fargo, N. D., were referred to the Commission on Accrediting Colleges for report at the next meeting.

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The report of the Treasurer, Principal J. E. Armstrong, Englewood High School, Chicago, was presented as follows:

REPORT OF THE TREASURER OF THE ASSOCIATION FOR THE YEAR ENDING MARCH 25, 1910.

RECEIPTS.

Cash on hand at date of last report	$ 73.92
Sale of Reports	28.94
From (138) one hundred thirty-eight $3 memberships	414.00
From (31) thirty-one $5 memberships	155.00
From (23) twenty-three $10 memberships	230.00
Total	$901.86

DISBURSEMENTS.

Expenses of the Committee to College Entrance Board Meetings and National Conference	$128.90
Expenses of the Executive Committee	63.54
Printing	279.94
Clerical assistance	114.95
Postage and stationery	13.50
Exchange	3.50
Express	1.00
Contribution to the National Conference	10.00
Cash on hand March 25, 1910	286.53
Total	$901.86

J. E. ARMSTRONG, Treasurer,

On motion the report was accepted and filed.

REPORT OF COMMITTEE ON ATHLETICS.

Principal Edward L. Harris of the Central High School, Cleveland, O., presented the following report for the Committee on Athletics:

Mr. President, in accordance with your suggestion that certain questions with reference to college athletics be brought before the Athletic Committee and also in accordance with the resolutions last year, in which we were instructed to take them up, I called a meeting yesterday of

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the committee of six and only three were present, and threfore I cannot give a report. In talking with one other member afterwards, however, it seemed best to us that as three members were now living in St. Louis and the others were afraid they would be called there, too, that this committee suggest that this committee be discharged, and, secondly, that the college questions, if you have any to propose, be submitted to a college committee and the secondary questions be submitted to a secondary committee. Therefore, I move that the old committee be discharged.

The motion was seconded and carried.

It was moved, seconded, and carried that two committees be appointed on athletics, one a committee on athletics for secondary schools and the other a committee on athletics for colleges.

President Woodward later appointed the following as members of the two committees:

COMMITTEE ON INTERCOLLEGIATE ATHLETICS.

Professor C. A. Waldo, Washington University, St. Louis, Mo., chairman; Professor Thomas T. Moran, Purdue University, Lafayette, Ind.; Professor E. L. Rice, Ohio State University, Columbus, O.; Professor A. G. Smith, University of Iowa, Iowa City, Ia.; Dean F. E. Turneaure, University of Wisconsin, Madison, Wis.

COMMITTEE ON INTERSCHOLASTIC ATHLETICS.

Principal S. R. Smith, Wendell Phillips High School, Chicago, Ill., chairman; Principal G. W. Benton, Shortridge High School, Indianapolis, Ind.; Principal Harry Miller, of Kansas City, Kan.. Principal G. A. Ruetenick, South High School, Cleveland, O.; Principal A. W. Smalley, Ann Arbor, Mich.

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REPORT OF DELEGATE TO THE COLLEGE ENTRANCE EXAMINATION BOARD.

Principal Harris then read the report of the delegate to the College Entrance Examination Board as follows:

Members of the North Central Association:

The spring meeting of the College Entrance Examination Board was held April 16, 1909, at Columbia University, New York. President Butler was in the chair.

Dean Hurlbut of Harvard, chairman of the Committee of Review, called a meeting of that committee for the day previous, April 15, 1909. All the seven members were present.

This committee passed upon the subjects of physics, English, standard of units and various other questions upon definitions which naturally come to this committee.

One of the questions on which it is a pleasure for your delegate to report, was the question of a physics definition. At a previous meeting of the Committee of Review, a majority and minority report had been submitted; the minority report being that of our own two members, as I have before reported, namely, Professors Mann and Terry. The six secondary school men, who were selected to pass on these reports, brought in a unanimous report combining the two in such a way that it was satisfactory to all the members of the Committee of Review, and the new definition was adopted by the College Entrance Examination Board without a dissenting vote.

Steps were taken toward forming a commission for new definitions on geometry and algebra. A plan of standard units was adopted, being practically the units of the Carnegie Foundation. It was in adopting this standard that the question of algebra came up for discussion. At first it was proposed to make two units in algebra, but it was finally decided to make only one and one-half units, and to revise the definition on algebra in accordance with these

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units. This is in harmony with the action of the North Central Association taken at its last meeting.

The annual meeting of the College Board was held in New York in November, 1909. Your delegate was excused from attendance.

The last of February, 1910, Dean Hurlbut called a meeting of the Committee of Review to take action on the requirements in Latin. Your delegate did not attend, but sent his vote. His action in reference to both the above meetings was taken to save expense to your Association.

During the year Yale and Princeton have joined the Board. Students in the North Central District who wish to enter these colleges may now take the College Board Examinations.

The next meeting of the Board will be held April 16. Your delegate expects to attend the meeting.

On motion the report was accepted.

Principal F. L. Bliss, Detroit University School, then made the report of the delegate to the National Conference Committee on Standards of Colleges and Secondary Schools, as follows:

REPORT OF THE DELEGATE TO THE NATIONAL CONFERENCE COMMITTEE ON STANDARDS OF COLLEGES AND SECONDARY SCHOOLS.

MR. PRESIDENT:

I herewith submit my annual report as delegate of the North Central Association to the National Conference Committee on Standards of Colleges and Secondary Schools.

The following transcript of extracts from the official minutes of the committee will perhaps best serve as the body of the report.

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THE CALL.

"Under date of September 24, 1909, President MacLean called a meeting of the National Conference Committee on Standards of Colleges and Secondary Schools to be held in the Faculty Room, University Hall, Harvard University, at 10 o'clock on the morning of Saturday, October 9, 1909. In his call, President MacLean reminded the members of the committee of several subjects already before it for consideration and added the following:

1. The consideration of the effect on college standards and courses of the proposed requirement for admission to medical colleges of not less than two years of liberal arts preparation, including specifically a year in collegiate physics, chemistry, and biology (proposed by President MacLean).

2. The subject of the desirability of agreeing on the precise use of the terms, "Programs of Study," "Curriculum," and "Course of Study" (proposed by President Butler).

3. A reduction in the number of separate examinations in Greek and Latin for admission to college.

4. The shortening of the college course and the double crediting of work, which result from devoting the last two years of undergraduate study to professional and technical subjects (the last two subjects proposed by Dean Ferry).

ATTENDANCE.

"In accordance with the notice issued by President MacLean, there met at 10 a. m., Saturday, October 9, 1909, in the office of the Dean of the Graduate School of Arts and Sciences of Harvard University in University Hall, Cambridge, the following members representing the organizations indicated:

President George E. MacLean, the State University of Iowa, from the National Association of State Universities.

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Headmaster Wilson Farrand, Newark Academy, from the College Entrance Examination Board.

Professor Nathaniel F. Davis, Brown University, from the New England College Entrance Certificate Board.

Dean Herman V. Ames, the University of Pennsylvania, from the Association of Colleges and Preparatory Schools of the Middle States and Maryland.

Principal Frederick L. Bliss, Detroit University School, from the North Central Association of Colleges and Secondary Schools.

Chancellor James H. Kirkland, Vanderbilt University, from the Association of Colleges and Preparatory Schools of the Southern States.

The United States Commissioner of Education, Dr. Elmer E. Brown.

Mr. John G. Bowman, Secretary of the Carnegie Foundation for the Advancement of Teaching.

Dean Frederick C. Ferry, Williams College, from the New England Association of Colleges and Preparatory Schools."

THE CONFERENCE.

"President MacLean called the meeting to order and reported that President Henry S. Pritchett of the Carnegie Foundation was unable to be present, and had asked Secretary John G. Bowman to attend in his stead.

President MacLean announced, as the first item of the order of business, the election of officers, and called for nominations for the office of President. On motion, it was voted that the three officers of the past year be re-elected as follows:

President George E. MacLean, President.
Headmaster Wilson Farrand, Vice-President.
Dean Frederick C. Ferry, Secretary-Treasurer.

"President MacLean called for the reports of committees, and Headmaster Farrand, chairman of the sub-com-

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mittee, including President Pritchett, Principal Bliss, and Dean Ferry, appointed to formulate a definition of a unit for the measurement of admission requirements and to consider various other questions, submitted his report. After much discussion, and after the passing of an amendment to the next to the last sentence of the explanatory paragraph, the following definition of a unit, together with the clause of explanation appended, was adopted without dissenting voice:

UNIT DEFINITION.

"A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

"This statement is designed to afford a standard of measurement for the work done in secondary schools. It takes the four-year high school course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week; but, under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty minute hours or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit."

"President MacLean presented a report on "The Unit in Botany, a Report of a Meeting of the Committee of the North Central Association of Colleges and Secondary Schools upon the Definition of the Unit in Botany." After discussion, it was voted that this report be referred to the College Entrance Examination Board.

"On motion, it was unanimously voted that the Association of American Universities be requested to send a delegate to be a member of the National Conference Committee on Standards of Colleges and Secondary Schools.

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"President MacLean presented the communication from President Butler of Columbia University, to which he had referred in his call of the conference. On motion, it was voted that this communication be referred to Headmaster Farrand's sub-committee for consideration and report at the next meeting.

"Dean Ferry explained that, in his judgment, it seemed best to take no action at the present time concerning a reduction in the number of separate admission examinations in Greek and Latin, because of the fact that the subject is being actively considered by various organizations. The question of the shortening of the college course and the double crediting of work, which result from the devotion of the last two years of undergraduate study to professional and technical subjects, was discussed at some length, but no action was proposed.

"Commissioner Brown called the attention of the committee to the fact that a bulletin on the subject of "Standards" was in course of preparation at the hands of President MacLean, and would be published in the near future. He explained that he considered this work of great importance and that copies of the bulletin could be obtained, when issued, by addressing the Bureau of Education, Washington, D. C.

"On motion, it was voted that the committee record its approval of the tendency shown by many colleges to make their definitions of admission requirements conform to those of the College Entrance Examination Board, and that the committee make known its belief that it is highly desirable that the definitions of admission requirements published by that Board come into universal use."

"On motion, it was voted at 1:30 p. m., to adjourn, subject to the call of the President."

As to the adoption of the "Unit Definition," it should be said that much diversity of opinion existed concerning the proper definition. The unit proposed by a majority of

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the sub-committee contemplated no statement of the time element in the definition. Your delegate contended for the insertion of the substance of the definition adopted by the North Central Association in 1909; and following a compromise suggested by the Commissioner of Education, the definition was adopted as given above. It should, perhaps, be said that a strong feeling was expressed that a rigid time definition was unwise and unreasonable, and that the element of the content of the unit and the quality of the work done was of more importance than the mere time devoted to doing the work. The sentiment of the Conference was unanimous in this matter, as the flexibility of the unit defined will indicate.

In the course of the discussion of the proposed unit definition, your delegate suggested for consideration the idea of a more careful classification of units than has hitherto been made. In many schools there is great laxness in organization and the real work done in certain units is very different from the nominal work done. Certain studies may properly be placed in the first two years of the ordinary secondary period, and others may be better placed in the last two years. In some schools, for example, there are two parallel courses in modern language, one for students just entering from elementary schools, and another for those who have already had two years of secondary work. Certainly two units in the one case can in no way equal two in the other. In brief, the suggestion was made that a further classification of units into Senior and Junior, or possibly better named, Major and Minor units, might be desirable. The work which would naturally be done in the first two years should then be defined under "Minor Units" and that of the last two years as "Major Units." Possibly certain subjects, such as biology, for example, might be classified as "Intermediate Units," indicating that their place would naturally be in the second or the third year of the secondary course, but never in the first year. Such a

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plan, properly matured, would leave ample freedom to individual schools, while making impossible for students preparing for college, the present hit-or-miss selection of work unfortunately too prevalent under the present elective scheme of college requirements and the resulting loose elective system of work in many high schools

It should be added that the Unit Definition as adopted by the Conference has since been officially adopted by the College Entrance Examination Board and accepted by the Middle States and Maryland Association of Colleges and Preparatory Schools.

On motion, the report was adopted.

The chair then appointed the following committees:

To Nominate Officers for the Ensuing Year.—Director G. N. Carman, Lewis Institute, Chicago, Ill.; Principal F. L. Bliss, Detroit University School, Detroit, Mich.; Principal Edward L. Harris, Central High School, Cleveland, O.; Inspector H. A. Hollister, University of Illinois, Urbana, Ill.; Assistant Superintendent W. J. S. Bryan, St. Louis, Mo.

To Audit Treasurer's Report.—Principal J. Stanley Brown, Township High School, Joliet, Ill.; President Jno. R. Kirk, Normal School, Kirksville, Mo.

To Recommend Time and Place of the Next Annual Meeting.—Dean Thomas F. Holgate, Northwestern University, Evanston, Ill.; Dean William Rawles, Indiana University, Bloomington, Ind.; Dean J. F. Downey, University of Minnesota, Minneapolis, Minn.

MEMBERS OF THE COMMISSION.

The president appointed the following members of the Commission to serve for the ensuing three years, 1910-13:

President James H. Baker, University of Colorado; Professor F. G. Hubbard, University of Wisconsin; Inspector A. S. Whitney, University of Michigan; Principal E. L. Harris, Central High School, Cleveland.

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SECOND SESSION.

Friday, March 25, 2:00 O'Clock P. M.

Principal James F. Barker, of the Technical High School, Cleveland, Ohio, presented a paper as follows:

THE CLEVELAND TECHNICAL HIGH SCHOOL.

JAMES F. BARKER.

That I should have the privilege of coming before your Association, representing, as I do, a school which does not make as its objective point the preparation of students for college, is, from my point of view, an honor, and I wish to express my appreciation of the distinction.

The time allotted me is for the description of the Cleveland Technical High School, and this paper will therefore deal with this school only. The advisability of establishing so highly specialized a high school in any but the largest of our cities is questionable. In fact, the advisability of doing so in any city is not a settled point. However, I believe that for smaller cities a cosmopolitan high school at present seems to be the only feasible way of maintaining any high school. We could not justify the maintenance of distinctly classical, commercial, or technical high schools in any community to the exclusion of the other types, and economy of an already expensive system demands a combination. Neither have we to say that all classes of pupils shall take the same course. Perhaps we could model a system of education so perfect that the training of all pupils would be best accomplished by one perfected course. If,

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however, the pupils refused to accept such a course, the system would still fail in its purpose. Any system which fails to attract to its school a larger percentage of pupils than is at present attending our high schools has still something to accomplish. That is, we are not now reaching as large a number of pupils as we should. As a matter of fact, there were in Cleveland in 1908-1909, 32,923 boys and girls from fifteen to eighteen years of age, though but 4,053 were attending high school. This is only twelve per cent of those in the city of high school age taking secondary school work in the public school. Had we the German system making secondary education elective with military service, our percentage of high school population would be much higher. I will use Cleveland statistics all through, as I believe they are substantially correct, and I was able to obtain them direct from the school authorities there, and I am proud to say the conditions there are better than in most cities. Cleveland stands third in point of percentage of high school per capita attendance among the largest cities of the United States. We should, by some means, attract to the high school a much larger percentage of pupils than are at present attending. If the establishment of a school materially increases the percentage of pupils attending school, then that fact alone justifies its existence.

The table, which is before you, shows 4,999 pupils in the high schools in 1907-1908, and there was no growth during the three preceding years. That is, the cosmopolitan high schools were attracting to them as many pupils as could be expected, and were doing better than most city high schools. Since the opening of the vocational high schools, the High School of Commerce and the Technical High School, our attendance has increased to 5,800. If no other good has been accomplished, this increase alone justifies the establishment of such schools.

The city of Cleveland has eight high schools. Were there but a single secondary school in the city, an institution

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such as the Technical would seem to me to be inadequate. In a large community, however, with over a half million population, to attempt to educate all our youth as though they were fitting for college or going into business or professional life would be an error equally great. Large cities are coming to see that they must provide specialized schools to meet the needs and popular demands of their people. If we would attract larger numbers of pupils to our schools some of the schools must be so glaringly utilitarian that the pennywise parent and the shortsighted boy will see pecuniary advantages in going on. In the following table twelve years are consecutively used in order to show the progress of a class through the schools.

In Cleveland we had pupils registered in the

First grade, 1898	12,257
Second grade, 1899	8,129
Third grade, 1900	8,164
Fourth grade, 1901	8,108
Fifth grade, 1902	6,671
Sixth grade, 1903	5,511
Seventh grade, 1904	4,312
Eighth grade, 1905	3,222
First (High), 1906	2,074
Second (High), 1907	1,334
Third (High), 1908	936
Fourth (High), 1909	821
Graduated	671

Compare the second figure, 8,129, with the last figure shown, 671. I use the second grade because in the first grade many pupils are counted twice. The high school graduating class is only eight and two-tenths per cent of the second grade registration. This percentage is far too

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small, and this difference would be even greater were we to take into account the growth of the city during the twelve years, 1898 to 1909, inclusive. So far we have but few data on which to base any statements as to how this school holds its pupils.

The first table shown indicates in the academic high schools with manual training departments a drop of from 2,074 in the first year to 1,334 in the second year, a loss of 740 pupils, or about one-third. Our first year class numbered 330 boys, of which 269 were in the school at the beginning of the year, a drop of fifteen and one-half per cent. This is a saving of nearly eighteen per cent over what is usual.

With the girls the case is even better. Our first year class numbered 108 girls, of which 93 were attending school this fall, a loss of only twelve per cent. Our gains and losses by transfer from and to other high schools in the city about balance; though I believe it is slightly in favor of the Technical High School, I have no figures to support this belief.

There is every reason to believe that the registration of the next entering class will be as large as for last year. The building was built and equipped for 1,000 pupils. Only thirty will leave by graduation. How to care for two more classes is a serious question. A school registering 600 in its first year usually enrolls 1,500 pupils in its four classes. Our losses indicate that the total registration will be more nearly 1,800, so that by fall we will have outgrown our accommodations. In other cities a like experience is reported. I understand that the Washington Irving High School, in New York City, a school somewhat similar to ours, registered 2,300 pupils in its February entering class.

Promotion is by quarter, three months' work constituting a unit of work, with quarterly examinations and promotions, so that a pupil in failing loses only the twelve weeks

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of work and has a chance to repeat and not fall an entire year behind. This means a quarterly reorganization of the school with all twelve grades of work, beginning every quarter. By twelve grades I mean first, second and third terms for each of the four years. It requires twelve quarters for graduation.

In any school which departs from accepted practice the course of study is of primary interest. I therefore submit the outlines presented on these sheets. You will notice that there is set forth only one course for the boys and only one course for the girls, and that there are few electives. This outline further shows a course of study strong in English, mathematics, and science, plus our so-called technical work.

Let us analyze the academic requirements. The chart before you indicates essentially a high school scientific course. In the third year history has an alternate, German, and German is continued in the fourth year, giving two years to this study, if the student is to enter a technical college. Advanced science, and by that is meant some analytical chemistry or advanced physics, has an alternate, namely, advanced mathematics. These two, German and advanced mathematics, are our concessions to the technical colleges. Except for this we would be unable to send our pupils on to the engineering courses. But primarily the school is not for the boy with a college career before him, though already many of our pupils, who had no such purpose on entering high school, are expressing a desire to enter college engineering courses. This is a most hopeful sign. English, mathematics, and science are then the fundamental academic requirements. An inspection of the girls' course of study reveals about the same disposition of studies.

On the technical side the first two years are devoted to such a course as we have been familiar with in the manual training high school, except that more time is given per day to hand work, and the course is very much condensed.

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The course includes in turn joinery, turning, pattern making, foundry, forging, and machine shop practice each one term for ten periods a week with five periods a week given to related mechanical drawing. The object sought is familiarity with process and material and some manipulative skill. Also the boy has matured, his age has increased from an average of fourteen and one-half to sixteen and one-half years. At the completion of these two years, a trade may be selected by the students, with the assistance of the home and upon the advice of the school. From that time on, fifteen hours per week in the third, and twenty hours per week in the fourth year, four hours daily, gives the desired opportunity to teach trades. The trades offered are: Mechanical draughting, pattern making, machine shop practice, cabinet making, applied design, pottery, dressmaking, millinery, and institutional cookery.

The industries constitute the center about which are grouped the academic subjects. The first two years of mathematics is shop mathematics, with a strong accent upon the simple handling of numbers. We have formulated a combination course consisting of arithmetic, algebra, geometry, and a very little of trigonometry taught as one subject extending over a period of two years. We devote a good deal of time and effort to the mechanical perfection of work, even printing our test papers. The first year industrial geography is related to the industries and leads through the weather and climatic conditions to production of raw material, into manufacture and transportation. You will note that chemistry comes in the second year. Without the preceding year in physiography we could scarcely hope to handle this subject. Physics follows in the third. Our English is taking on more and more of industrialism. We visit shops, write the stories of manufacture, and read the stories of invention and industrial discovery. We have not, however, been able to get away from the classics, and perhaps it is just as well that we

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have not. The following is a partial list of some of the themes for last month: Visit to the American Steel and Wire Company's Plant, The Placing of Leather Fillets, How to Forge Hooks, The Hygiene of Soft-Cooked and Soft-Boiled Eggs, How I Make Cakes When Eggs Are Fifty Cents a Dozen, How I Made Salad When Company Came, Buttons and Buttonholes, Cutting and Making of Ruffles. Through the four years of the school course, we are relating the English, the mathematics, the science to the technical problem. The members of the faculty are compiling this material and instructing classes from mimeographed sheets, made in the school. In this way we are teaching the different branches and relating them to the shops, the drawing room, the domestic science, and the domestic and applied art departments. The school is for boys and girls, and at present our registration is about 1,095 Our losses have been about 100 so far this year.

The industrial branches offered to the boys differ from those available to girls. Evidently, then, from the relationship between the technical and academic work, the girls could not receive the same instruction in algebra and other subjects as that given to boys, so that in all subjects the girls and boys are segregated. Segregation is not a necessity nor perhaps desirable in a regular high school. With us it is imperative. Let me illustrate. In the physiology courses by first studying botany and biology we come through a natural sequence to human physiology, and are able to make a thorough study of sex hygiene. It could not be touched in mixed classes. So also in chemistry boys have general chemistry. The girls' chemistry is related to the work in domestic science. The foods that are cooked in the kitchen are made the subject of study in the chemistry recitation and laboratory, and so also with the fibres used in the domestic art . A few days ago in the laboratory the girls were making tests for the common adulterants found in some coffees—chicory and starch. The tests are simple

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enough—chicory floats and starch gives the blue iodine test —nevertheless this is valuable information to the domestic economist. Another class was testing silk and cotton for zinc, starch, etc.

An experiment which we are watching with considerable anxiety is that of the summer quarter. The school is planned to operate forty-eight weeks a year, twelve weeks constituting a quarter, with a single week of vacation after each. Pupils attend three quarters a year for four years, or four per year for three years, or ad libitum. The next class enters from the eighth grade on July 5. Opening the school in July, we believe, will mean a great deal to many boys. The long summer vacation leads many pupils, who in June intend to go to high school in the fall, to give up the idea and go to work before the annual fall opening. The summer at the seashore, in the mountains, and at the lake is a luxury but few of our families can afford, and many of our children aimlessly roam the streets or get into mischief during the summer months. Last year 225 eighth grade pupils availed themselves of the opportunity to begin high school in July. Two hundred already in the school continued, and the enrollment of 425 carried regular full work during the summer. Our daily average attendance ran as high as ninety-nine for some weeks. This summer we are planning for an enrollment of 600.

The cost for tuition in Cleveland academic high schools is $65.28, at the Technical, $90.21. This figure is doubtless higher than it will eventually be, owing to the unbalanced conditions incident to opening a new school with only one full class.

The school in its evening classes is also supplying a long felt want. About 300 pupils are at present attending the night classes, receiving instruction in the trades at which they work during day time, or in work related to those trades. Two interesting classes are composed of apprentices employed in the sheet metal trade, who are taking

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sheet metal drawing. These pupils are sent to the school by their employers and the fees are also paid by them. Certification from this course is a part of their indenture and is required.

The members of the faculty elect summer work. Thirty-six have tendered their services for this summer. These teachers will be paid for twelve instead of nine months. Strong, vigorous teachers can stand the strain just as any business man or woman engaged in any other pursuit does. A teacher who would receive $1,500 a year thus earns $2,000 and has four weeks of vacation per year. One reason why teachers are so underpaid is the fact that less than 200 out of 365 days, less than six hours daily, are given to actual teaching.

Half of our girls and boys leave school, as the figures quoted show, at the completion of the fifth grade, and only ten per cent remain in school after the eighth. The rank and file of our school children can never attend a technical or academic high school and can never be made to, but I feel certain that a vocational school, beginning at the seventh grade, running through the seventh, eighth, ninth, and tenth grades, doing two years of work of academic high school rank, would be accorded very general support. This is our greatest need, but not the one I have come to discuss.

Unfortunately our school opens its doors to pupils far along in school, and does not prevent the great army leaving the school below the eighth grade. The crying need, the greatest need for industrial education—and I assume that there is need for such education—is not in the high school, but at or just above the sixth grade. The present scheme of education is all right for the fellow that has it administered to him whether or no, but how about the boy whose parents are unwilling or who himself will not take the kind of education offered—the boy who leaves school at four-

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teen. Something must be done to prevent this waste and to prevent these unskilled workers from filling our shops and factories. The mills are creating an army of machine hands, not skilled workers. Our country is changing from one of agriculture to one of manufacture. Industrialism is world-wide. Germany with her industrial education has met the situation; England and France are doing so. We alone stand idly by and view the fight for the supremacy for the world's market, although it involves our existence. It is to be a fierce struggle, fought out along the lines of industrial efficiency. Already England stands first and Germany second. Are we to be relegated to the proverbial back seat? If we would have skilled artisans, good designers, craftsmen and artists, we must train them, and we must have leaders as well as units. How and where shall we limit the kind and number of trades that these boys and girls shall be taught? The great number of different trades that can be taught need not be a stumbling block in the way. Which ones shall be taught and which ones shall be left untaught, where begin and where end? Why not include all that seem necessary and desirable? The city of Berlin has 58,000 pupils receiving instruction in ninety-one different trades. This obstacle is not insurmountable. The technical high school must train for industrial leadership, just as the school of the lower grade must train the unit of industrial life. These few feeble efforts that I have described to you I feel are but the barest beginnings. We are on the eve of a new era in education. The technical high school may not be all right, but I am sure that it is not all wrong either.

Mr. W. B. Hunter, of the Fitchburg (Mass.) High School, who was to have presented the next paper, was unable to be present, but his paper, which was not read, follows:

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THE FITCHBURG PLAN OF INDUSTRIAL EDUCATION.

W. B. HUNTER.

How are the manufacturers of our country going to get an adequate supply of intelligent, capable, and progressive workers, men who can readily "catch on" and go ahead on their own initiative; who have some ideas of their own, and who will not require a foreman constantly at their elbow to tell them every move to make? That is the question that every employer of labor would like to have us answer.

It is a fact, which you probably all know, that boys are not taking up the trades as they did in the past, and those who do are not of the caliber that the shops would like. Let us look at some of the reasons for this. In the first place, many parents are anxious to give their sons a better education than they themselves have received, and in order to do this keep them at school with the hope that they will so benefit. What is the result? Boys expect to get a "soft job," so-called, a position which will admit of wearing a white collar and cuffs even if it does not offer as good an opportunity for advancement as a trade which may soil their hands and require them to wear a colored shirt. Their education has been away from work rather than towards it. Then again, many teachers have given our boys the impression that work, especially in trades, as the machinist's, where dirty work may be encountered, is for those who are more or less ignorant.

A bright boy must be trained for college whether or not he has any intention of going there. The boy who has not the college as a goal gets "sick of school," there's nothing in it for him, and so he drops out as soon as he can persuade his parents to let him, or he so worries the school authorities that they expel him in pure self-defense. His training has been of so general a nature that it is practic-

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ally useless and the boy does not know what to do in order to gain a livelihood. If he has a friend who works in a store he may try to get a position there. If he has had companions who are mechanics he may try the trades and so on. But he is not satisfied, he simply feels that he must do something, and one thing is as good as another. He drifts into his life work instead of finding out what his bent is and thus building up his powers to the utmost.

Now, the solution of this problem has been presented to the country by Professor Herman Schneider of the University of Cincinnati, who more than ten years ago saw the fallacy of trying to train a young man to do something without actually making him work at it. His plan was first applied to technical students in the University of Cincinnati and is this: In connection with the engineering department of the university there has been inaugurated a system of co-operation between the shops of the city and the university, whereby the shop takes charge of the practical training of the students and the university teaches the theory.

By this method the university is relieved of the necessity of equipping their laboratories with expensive machinery, which in the course of ten or fifteen years may become obsolete, and the students are getting a practical training such as no school can possibly furnish. They are working in actual commercially operated plants, the hum of industry is on every hand and push and go are necessary in order to hold one's place in the shop organization.

Mr. Daniel Simonds, president of the Simonds Manufacturing Company, and several other Fitchburg manufacturers were present at a meeting in New York when Professor Schneider explained his system, and the simplicity and practicability of the plan appealed to them immediately.

Here was a method that could be adapted to high school students who wished to learn a trade and continue their education at the same time.

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A plan was drawn up by the manufacturers for a combination shop and school course and presented to the school authorities, offering the use of their shops for the practical instruction of apprentices if the school would provide the necessary collateral instruction. This the school board agreed to do and the following manufacturers entered into the plan:

The Simonds Manufacturing Company, manufacturers of saws and knives; the Fitchburg Steam Engine Company, manufacturers of steam engines; the Bath Grinder Company, manufacturers of grinding machinery; the Blake Steam Pump and Condenser Company, manufacturers of pumping machinery; the Cowdrey Machine Company, manufacturers of special and wood-working machinery; the Putnam Machine Company, manufacturers of lathes, planers, railroad tools, and general machinery, and the Fitchburg Machine Company.

The course outlined is of four years' duration, the same as the regular high school course. The first year is spent wholly in school and the next three alternate weekly between shop and school.

The manufacturers take the boys in pairs so that by alternating they have one of the pair always at work, and likewise the school is provided with one of the pair.

Each Saturday morning the boy who has been at school that week goes to the shop in order to get hold of the job his mate is working on and be ready to take it up Monday morning when the shop boy goes into school for a week.

Shop work consists of instruction in the operation of lathes, planers, drilling machines, bench and floor work and such other machine work as the ability of the apprentice may allow.

Boys receive for the weeks they are at work at these rates: For the first year, 10 cents an hour; the second year, 11 cents an hour, and the third year, 12½ cents an hour, making $5.50 a week, or $165 for the first year; $6.05 a

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week, or $181.50 for the second year, and $6.87 a week, or $206.25 for the third year. This is a total of $552.75 for the three years. These rates are higher than the former apprentices have been receiving, the manufacturers having of their own accord raised the prices.

The 20 boys last year earned	$ 3,465.00
The 20 boys earn this year	3,711.50
The 20 boys will earn next year	4,631.25
Total	$11,807.75

Here then is a strong inducement for the boy to continue in school; he can earn some money, in fact, he gets more than he could by going out and taking the ordinary jobs in stores or offices. Again, many parents cannot afford to keep their children in school under the usual conditions. This furnishes the boys an opportunity for contributing to their support and a chance to continue their education. During the past year one of our co-operative students was the only support of the family for several months.

When there is a vacation week in school, work is provided in the shops so that the boy doesn't have to loaf around the streets with his hands in his pockets looking for mischief. These periods add to the amount of money I have just indicated as his yearly wage.

Every candidate is given a trial period of two months beginning immediately at the close of school in June, and if he likes the work and shows aptitude for the trade he takes the course, otherwise he drops out and, if he chooses, takes up some other course in the high school. Thus we give the boy an opportunity to find himself, something that has hitherto been lacking in our schools.

Many boys go to the high schools just to "kill time" (to use a shop term). They don't want to work, and their parents, being indulgent and wishing to give them the best

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educational advantages possible, let them continue in school when the best thing in the world for them would be to put them to work. This course takes a boy at this critical period and shows him how work and education are correlated rather than things apart. Again the high school student taking this course has some money in his pocket, and when there is a social affair he has some inducement for his fair young friends to go along with him.

Our classes have no difficulty in keeping up their social standing. They constitute the major portion of the football, basket, and baseball teams. They hold offices in their class organizations and are popular among their classmates.

The question might be raised as to the physical strain of working a week in the shop with regular shop hours, for these boys have no special privileges in the shops; they are subject to all of the shop rules the same as the regular workmen. Not a single complaint has been made by the boys that the work is too hard. They come to school bright and active, and the fact that they have the strength and ambition to enter the various track events discounts any fear in that direction.

What we believe to be a strong feature of this course is the agreement entered into by the boy and his employer. It is proverbial that the modern boy is a very unstable article; he tries this and that and is very loath to settle on one thing. Now, after he has had a trial period of two months and is satisfied that he wants to learn a trade, his parents agree that he shall stick to it for three years, and the manufacturer on his part agrees to teach him the various branches of the trade designated in this agreement. The arrangement is mutual; each is bound to give the other a square deal. It is a business contract and means something. I found, in a trip through the West the past summer, that only those places which had this written agreement between the apprentice and the employer had any success with their apprenticeship system.

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What should be taught in such a course as this? Since the school term is only twenty weeks a year it is evident that only such subjects as are of practical value to the student in the pursuit of his livelihood, looking, of course, to advancement in that pursuit, should be included. In fact, that was the point insisted upon by the manufacturers, that this course be such as would make them better mechanics and capable of advancing to the highest possibilities in the trade. Better a little done well than a smattering of a large variety of subjects. The regular courses of high school study were discarded, precedent was ignored, and such subjects were selected as would fit the students for intelligent mechanics. This is the course and the reason for their selection:

English. Throughout the four years, in order that he may speak and write intelligently, he is given forms of business papers, shop terms and spelling. If a boy applies for a position, the form in which he presents that application largely will determine whether or not his application will be considered. Again, the mechanic who is sent out to do a job on his own responsibility is often required to make written reports to his employers, who now complain that in many instances they cannot make head or tail out of them, because the man does not know how to express himself.

Familiarity with shop terms and their significance is an important feature of this work, and here is where the academically trained teacher has difficutly. In our case the head of the English department has taken hold of the work. She has had excellent results in teaching English common to our high school courses and is making a special study of the English that our course demands. How is she going to get the shop terms, etc., correctly? That is where I have to supplement her work and correct and advise on those matters by visits to the shops and explanations of technical points. Good results are being obtained.

Current events and industrial history, the daily happen-

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ings in the industrial world, the history of the iron industry, factory system and labor problems, new inventions and reading of mechanical journals to keep in touch with mechanical affairs.

Mathematics, beginning with simple propositions in mensuration, fractions, metric system, circular measure. General shop mathematics dealing with problems on cutting speeds and feeds, belting, gearing, strength of materials and general cost figuring.

Algebra is taken up to give facility in using the formulæ so common in the trade journals and handbooks, and leads up to simple geometric and trigonometric formulæ. The practical rather than the theory of mathematical science is sought.

In what we term mechanism, we treat of the construction and uses of the various machine tools that every shop contains. The names and uses of every part are learned in the school as well as in the shop. The reason for certain shapes of the various parts, kinds of material used in their construction, shapes and kind of tools used and their cutting action is clearly pointed out in the analysis of the shop work.

Many first-class mechanics don't know why certain things are as they are. They will tell you that they were always done that way and worked all right, but ask for the reason—well, that's something they never could tell.

Physics is the study of the laws underlying all mechanics, and here again the study of working examples is emphasized rather than the theories of abstruse phenomena.

Chemistry takes up the nature and qualities of metals and salts, tests that can ordinarily be applied to fractured metals, hardening and tempering processes.

Commercial geography comprehends the study of the source of supply of the various industries, preparation and methods of transportation, cost of materials, railway systems, waterways, etc.

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First aid to the injured. There is no place where accidents are more liable to happen than in the shop, and some knowledge of how to care for them is a valuable asset to the workman. The text-book of the National First Aid Association is used for this study.

Drawing is the sign language of the mechanic. Almost invariably, in explaining an object or piece of work, he takes his pencil and makes or attempts to make a drawing to make his remarks more vivid. Hence we devote a large share of our drawing period to freehand work. We begin with simple objects and then take up machine parts. Thus the boy sees the object and at the same time becomes familiar with the proportions and shapes of ordinary machine parts. Later he draws them mechanically with instruments to scale.

Civics and American history are essential to good citizenship, and a careful study of the city and state government is necessary for intelligent and progressive work. This object is what we have in mind when teaching this subject.

Business methods. The study of the organization of shop systems, including the receiving of materials, laying out of work, tagging, inspecting, and routing of work through the shop. Also general office systems.

The workman will see the dependence of one department on the other, the necessity for the co-operation of all to secure good results. He will appreciate the cost of doing business, and he will see that it is not all profit, that it costs something to erect and equip a manufacturing plant, conduct an office, and maintain a corps of salesmen and advertising agents. In short, it will give him an idea of the great responsibilities of the employer. It will help solve the labor and capital problem.

The method pursued to put the scheme into operation was this: On August 1, 1908, I began interviewing applicants and their parents. Previously the high school and

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the public had been informed that the course would start up that fall. Boys were selected who wished to follow the trades in preference to others, and eighteen were chosen to start the course. By daily visits to the shops during this period the arrangements were made for starting work and by the opening of school in September these boys were all at work. On the seventh of the month the boys were paired off and half of them remained at work while the rest came to school. Some boys dropped out and others came into the course, so that our first year course which started with the second or half school and shop year has twenty-two pupils in it.

This year a first year or all school class has been started in addition to the second and third year classes, giving us a total of sixty boys.

By weekly visits to the shops and inquiries of the boys in their school week I keep in close touch with their work. Should a boy feel that he is not getting just what he ought he is not at all slow in making the fact known. Then by taking the matter up with the proprietors and foremen we soon find out whether or not a change should be made. There has been just one objection. The boys are so ambitious that they want to tackle jobs that they are not qualified by experience to handle. This is a laudable ambition and we try to show them the steps necessary to make them capable for that work.

Every opportunity for questions regarding shop work is encouraged in the school, and these questions are of a most intelligent nature. Many problems are ironed out that the shop has not the time to consider, and the interchange of methods used in the different shops broadens and helps all the boys.

The question has been asked, "What about the boy who wants to go to a technical school?" While this course was intended for those who wanted to become mechanics upon the completion of the course, they have, neverthe-

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less, an excellent foundation for a technical school candidate. By putting in another year at the high school in the study of a foreign language and a few other college required subjects, he is not only well prepared, but exceptionally so. He knows what he is going for and can pass off his shop work and a great deal of drawing. Instead of losing he is a gainer. Several of our boys are looking forward to this plan.

What does it do for the boy? Let me read some of the questions put by the Fitchburg Daily News and the answers of the boys to them.

1. What induced you to select this course?

(1) I selected this course as an advantage for future life. This course is also instructive and profitable. The reasons in general are as follows: Because after I have graduated from the F. H. S. I will not be a loafer in the world. I will have a trade to fall back on.

(2) I took this course because I always did like the machinist's trade and thought it a good chance to learn it and get an education at the same time.

(3) The reason why I selected this course is because I like mechanism and also an opportunity for solving working my own way through school and also an opportunity for saving money for later education.

(4) I was "sick of school," as you might say, and at first decision thought I would like to make drafting my profession.

(5) I selected this course because I thought it would be of greater use to me than any other course in the high school.

2. Are you satisfied with it?

(1) I am well satisfied with the course for many reasons, principally the instructors and the courses of study, which are right in line with the shop work.

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(2) Because it is instructive. Things that I thought never could be done have been realized before me, and in school the studies are very instructive, especially in mathematics. In this we study both shop and school.

(3) I am pleased with the course because I get actual shop experience and the education besides.

3. Please state in what particulars you are profited by the course.

(1) It gives me money and helps to be self-supporting. It gives us high school boys a chance to show that we are not afraid of soiling our hands. It also gives us a liberal education.

(2) I am profited by the course financially and have learned more in this course while I have been in it than all I learned in three years of regular high school work.

(3) If I had simply been apprenticed at a shop I might become a good machinist, but with our school work behind us I am sure we would have a great advantage over the plain machinist.

(4) Through my association with practical men, thereby gaining practical knowledge along with the theoretical side at school.

(5) It gives me money with which to buy my clothes and while learning my trade, I am getting an education at the same time.

4. What do you intend to do after completing this course?

(1) I intend to follow it up, and understand a little of the large study of mechanics.

(2) When I have completed this course I expect to go out as a draughtsman, machinist, or boss machinist.

(3) I intend to keep on with the trade that I shall have learned by that time.

What does it do for the manufacturer? It gives him a

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better class of apprentices, boys who will make thinking mechanics, not mere machines, who require all the foreman's time and attention explaining every little detail of a drawing. They will be able to read a blue print and go ahead. Foremen on every hand speak in the highest terms of the work, and they fit with the men. They are three years ahead of the ordinary high school graduate; they are working in the plant where they would have to apply for a position if they wanted work; the men know what they can do, and when they become journeymen there is no kick about paying them good wages.

Superintendent Edgerly, of our school board, who is a firm believer in educating boys who have got to go to work, has been a hearty supporter of this idea and is today more firmly convinced than ever that it is a great forward step in educational methods.

Let me read a few answers of the freshmen of school who have elected this course on the question: "Why did you select the Industrial Course?" which will show you the class of boys selecting the course.

1. I took the Industrial Course because I thought I would like it better than any other course, and when we get in the next class we work a week and go to school a week. The first year we work we get ten cents an hour, the second year we receive eleven cents, and the third we get twelve and a half cents.

2. In this course you learn to be industrious and besides it shows what working in a shop is, and what going to school is. We work eight of the ten weeks in vacation to see how we like it, and if we don't like it by that time we can drop this course.

The boys can be plumbers, machinists, saw makers, and most every trade there is.

The school week we have all kinds of shop mathematics which help us in the shop.

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3. Reasons why I took the Industrial Course:

I wanted to go to work during vacation and after, and not go to school, but my folks wanted me to go to school.

We talked over the courses one night and didn't know which to take. I would take the General or the Industrial.

My brothers, who are machinists, said that sheet metal work was a good paying job, and if I could get that I had better take the Industrial Course. I planned to take it, and was glad I did, because I like arithmetic and algebra, and I do not like to go to lady teachers.

Then when I work during next vacation I can see whether I like it or not, and if I don't I can leave. If the work is just as good as school is, I think I'll keep on.

4. I took the Industrial Course because I thought it was a good course. In this course you go to school the first year all year. Then the second, third and fourth years you go to school one week and then work in the shop the next week.

In this course you have a chance to help your parents and also to put yourself through school. The week that you work in the shop you are paid, and your pay is raised each year. When you graduate from high school you have a trade and an education too.

5. I took the Industrial Course because of my liking for machinery. I have always had a liking for machines, especially for engines and automobiles. If I took a course other than this I would have to spend four years in high school, and if I wanted to learn a trade I would have to spend at least three years more.

There is always an opening for a machinist who knows his business. A fellow can graduate from this course, go into the navy and on his first term get five hundred dollars a year. In the navy there are chances where a boy who wishes to make something of himself can push ahead and

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become an officer with good pay and clothes, bed and board.

6. We should take the Industrial Course because it is essential for one to learn some trade in order to make a living by it; besides we are taught other studies that would be of value in life, in this course. I think it is a good plan, as it is, to go entirely to school one year, which gives one a chance to see what the course is like, and also to determine whether or not he would work in the shop the next year, and also the following years during which he was taking this course.

It seems to me that we should go to school as long as possible, and not go to work as soon as we get to be fourteen years old.

7. I took the course because I thought that it was the best course to prepare anybody to earn a living without going to college.

DEAN DAVENPORT'S DISCUSSION.

Dean Eugene Davenport, of the College of Agriculture of the University of Illinois, presented the following discussion of the general topic of the Vocational School:

Our educational machinery was originally designed to fit a very small per cent of the people for two or three so-called learned professions. Without altering this machinery very much we progressed into an era of universal education when it was expected and hoped that individuals from all classes of people, amounting theoretically to the one hundred per cent, should enter the schools. We even enacted compulsory school laws to be certain that all the children of all the people should become more or less educated.

It is not strange that an educational system designed for the five per cent should not altogether succeed when applied to the one hundred per cent. This is because some ninety to ninety-five per cent of our people follow indus-

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trial occupations, a fact which is fundamental because in the most highly educated state, even though every man were a college graduate, we should still have farming and building, and the problems of the factory and of the shop would be with us then as now.

As long as the principal thought in education was the serving of the individual, the older system answered very well, but it resulted in two unfortunate consequences. First, it drew young men in undue proportions from the ordinary occupations into the extraordinary occupations where they were not needed. Second, it effectually prevented the influences of education from entering the industries of life, from elevating the people who followed them, and from developing the industries themselves as they can be developed only by means of research and higher education.

All this has brought us to the problem of industrial education, which in the plainest terms is the form of education which is suited to the needs of the vast majority of our people and best calculated to preserve and to develop the essential industries. Any system of education which gradually destroys the balance between the essential activities of our civilization is by that much dangerous and has by that much come short of what a universal system of education should be.

Hence has arisen the modern problem of industrial education, and thus has become evident the necessity for specialized instruction having direct reference to industrial life. There be those who speak of this as a new education as distinct from the old, and a rational education as distinct from irrational, and a practical education as distinct from an impractical: some would go so far as to throw over all that is old and build the new: some would cast loose from the old and build up a new system on an industrial basis, distinctly separated from that which is called classical and humanistic, while others would preserve all

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that is old and add to it that which is new, and do this in such a way as to enrich them both. To the latter class the writer belongs.

It is easy to draw distinctions between the occupation of a ditcher and the profession of a judge, and yet when the problem is carefully studied, it will be found that the two shade into each other by imperceptible gradations, through a multitude of diverse callings, and when all the occupations of men are listed, it would puzzle even the traditional Philadelphia lawyer to establish broad distinctions at any single point between them. In other words, we cannot classify the various occupations of men except roughly into the industrial and non-industrial.

For educational purposes they are all vocational. They are all capable of development by education, and the men that follow these occupations may all be elevated by learning. Moreover, there is already abundant evidence of the fact that an education to be worth while either for the individual or the community must express itself in activity, and if universal education is to become a universal blessing instead of a curse, it must lead to activity rather than to indolence or even to incapacity to do needful things.

For the purposes of universal education, therefore, all ordinary activities may be considered as essential to civilization, and therefore to be represented as nearly as may be in the educational processes. This can be done in either one of two ways. We can establish separate schools of instruction for the different occupations and activities, or we may serve these special needs by different departments of a cosmopolitan school. This latter, in my opinion, is very much preferable, first, because it is only a portion of the education of the individual that ought to be vocational—the other portion ought by the same token to be non-vocational, and second, because it is in every way better that the people of the different vocations should receive their non-technical training together.

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The reasons for this are perfectly obvious. The separated school will develop a high degree of individual efficiency and it will develop also the industry which it stands for. Perhaps no other form of education can accomplish more in this direction. While it is doing this, however, it will separate the individuals devoted to this industry from the rest of the community and organize them into a more or less distinct class. A cosmopolitan school can, if it will, insure as high a degree of skill along technical lines as can the separated school. It can impart at the same time far broader views of citizenship, and altogether aside from the economy of instruction it can constitute the strongest tie to bring together the people of all occupations into a homogeneous class where the individuals of each new generation may find their occupation according to their personal preference and not according to the accident of birth.

PRESIDENT FINLEY'S ADDRESS.

While waiting for the Report of the Commission which had been delayed by the printer, the Association listened to an address by President John C. Finley, of the College of the City of New York, on the subject, "The Man and the Job." It has been impossible to secure the paper from President Finley for publication here.

REPORT OF COMMISSION.

Immediately succeeding President Finley's paper the Commission on Accredited Schools presented a revised report which evoked a prolonged discussion. The result of this discussion was the adoption of the following motion:

That the Board of Inspectors shall report to the Commission in full, a list of all rejected schools or dropped schools, with the reasons therefor, and that the Commission can receive them and consider them in executive session if they see fit.

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RECOMMENDATIONS OF BOARD OF INSPECTORS TO THE COMMISSION.

1. The Board of Inspectors recommend that the Commission appoint a committee whose duty it shall be to determine upon lists of books which may be suggested to the high schools of the Association as essential parts of their libraries.

This has been adopted by the Commission but the committee has not yet been appointed.

2. Inasmuch as a large proportion of the high schools in the Association offer four years of English, it is recommended that the Commission revise its definition of units in this subject, and outline a four year course as well as one covering the minimum requirement of three years.

It is voted by the Commission that this recommendation be referred to the Committee on English.

3. Whereas, it is recognized that in order to be an inspiring and sympathetic leader of his students, the teacher himself should be a student and a growing intellectual force; therefore be it

Resolved, That it is the sense and desire of the Board of Inspectors, and is hereby recommended by them that the Association, through properly constituted committees, take up the general questions of professional study, growth, and training of teachers in service in secondary schools.

This recommendation is adopted by the Commission.

4. Whereas, The introduction into secondary schools of subjects not strictly academic meets with popular favor and is proceeding rapidly, and

Whereas, The demand for instructors for such subjects far outruns the supply of college graduates having the needful preparation, and

Whereas, This Board of Inspectors views with alarm the employment of a large and increasing number of in-

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structors who lack the culture and scholarship represented by a college degree,

Be it Resolved—First, that this Board urges upon the Commission the advisability of concerted action in the training of teachers of music, drawing, fine arts, domestic science, bookkeeping, typewriting, stenography, manual training, and agriculture;

Second, That in the opinion of this Board college credit should be given for the above and allied subjects to the end that all secondary instructors may attain to the standard represented by college degrees;

Third, That prompt action on the part of college authorities is needed to check a lamentable, but inevitable and under present circumstances a praiseworthy, departure from the well established custom of selecting only college graduates for positions in secondary schools.

DIRECTOR CARMAN AND VOCATIONAL TRAINING.

Following the passage of the above motion, Director G. N. Carman, of Lewis Institute, Chicago, Illinois, continued the discussion of Principal Hunter's subject as follows:

Principal Hunter gave an account of the Fitchburg Plan of Industrial Education in the current number of the School Review, and I suppose not a few of you have read it. A somewhat similar experiment is being tried in the Lewis Institute.

It is about two years ago now that the Chicago Branch of the National Metal Trades Association held its annual meeting here in Chicago. Professor Schneider appeared before the organization and presented the scheme for the education of engineers that is in operation at the University of Cincinnati. A six-year course takes the place of the usual four-year course. The men taking the co-operative course

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are given an opportunity of working every other week in the shops of the city and doing their university work on the alternate weeks. Of course, under this arrangement they have to be taught in classes by themselves. As a result of the discussion of the Cincinnati plan the Association appointed a Committee on Industrial education, and I was given an opportunity to meet with this committee. The manufacturers said, "We are having great difficulty in finding competent workmen, and unless something can be done we shall have to go out of business. Have you any suggestion to make?"

We were all more or less familiar with what has been done in the German schools, particularly in continuation schools where the boys are in school certain hours of the day certain days of the week, but we were informed that such a scheme is impracticable in our American shops. So we considered the plan that had been tried in Cincinnati. I recall that at this first meeting we assumed that if such an opportunity were given here in Chicago there would be so many boys who would want to take advantage of it that it would take all the schools we have here in which to try it out. As a matter of fact the experiment has been under way for a year and three months, and we have places in shops waiting for boys, and the boys who are actually at work now at Lewis Institute are just fifty; twenty-two have been with us one year and three months, and twenty-eight, three months. These twenty-two and twenty-eight represent the survivors.

The manufacturers feel confident that we are on the right track. But we do not know how to get enough boys. Why, in this great city of Chicago, cannot boys be found? It was suggested by Professor Schneider that it is very essential that the boys should be tried out in the shops before they are allowed the privilege of being in the shop one week and in school the other week. A number of these shops had apprentices, and the manufacturers

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were willing to allow their apprentices to enter upon the co-operative course if the boys were willing to make the financial sacrifice that it would involve, and at that time, a year ago, it involved receiving about half as much as they would receive if they worked all the time. Ten or a dozen apprentices took advantage of the opportunity that was offered. They have been the best we have had. They are the ones who have staid through. There were some others already enrolled with us who were glad to enter into some arrangement which would make it possible for them to earn ten dollars a month rather than pay ten dollars for their schooling. Some of these whom we were glad to transfer did not prove very satisfactory in the shops and dropped out.

A year ago we had room for twelve more boys. We had twenty-eight then and had places for forty. We put an advertisement in the Daily News saying that boys could work half the time and go to school half the time and be paid ten dollars a month. Next morning about fifty or sixty boys came to the Institute. Out of that number twelve were selected, but most of those were unsatisfactory and did not stay very long.

I am sure there is one phase of the matter that will be interesting to you, and I think it is rather suggestive. We agreed that these boys should be sixteen years of age, because if they are younger they may not work more than eight hours a day without violating the factory law of Illinois. Most of the boys were eighteen or nineteen years of age. There were some of them who had been through the sixth grade and then gone to work. Three or four of them had been through the seventh grade. Seven or eight had been through the eighth grade. I am referring now to those who staid with us. Some had been two or three years in high school or in Armour Institute or Lewis Institute. One had graduated from high school. At first the boys who had dropped out of school at the close of

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the sixth or seventh grade felt themselves at a disadvantage. Some of the boys who had left school because they were obliged to do so, and who had been at work for several years were able in short order to catch up with the others, and they are now quite the equals of those who had one or two or three or four years in high school. It suggests, I think, that we teachers are in danger of over emphasizing the value of schooling as compared with a certain training that boys get who are at work and who are not in school.

Just a word about the effect this arrangement has had on the boys, and how the boys feel about it. I have emphasized the losses. I think those losses have been due to the fact that the boys were not carefully tried out before they were taken. For the last eight months we have not lost a boy of those who started with us a year and a half ago. At the end of the first year we thought we would take a fresh start. We urged the boys to stop and let us start over again with some others, because it was not very profitable to have only twenty-two or twenty-three or twenty-four divided into two divisions of eleven or twelve each; it made rather a small class; but none of them wanted to stop; they wanted to go on for two years as was planned for at the start.

The effect on the boys of this arrangement of being in school one week and the shop another week is good. We are much pleased that after a year's trial one of the employers, Mr. La Verne W. Noyes, who had six of the boys, told us that he would pay the tuition of all the co-operative boys. It came about in this way: we started in with the arrangement that the employers pay the boys ten dollars a month, two and a half dollars a week, for all the time they were working, though, as a matter of fact, the boys were paid five dollars a week for the week they were in the shop, and the manufacturers paid the tuition, which amounted to fifty dollars a year. After a year we thought

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it would be better for the boys themselves to pay the tuition. The employers agreed to add this to what they were paying them. This made it that the boys got fourteen cents an hour for the time they worked; they got a dollar more a week than before, and we thought it wise, instead of paying them fourteen cents an hour the week they worked to pay them seven cents an hour both weeks, and if they were absent from the shop they would have something deducted from the pay, and if they were absent from school or even tardy, they could be fined to that extent. So we give the report to the employer every week, and he deducts what is necessary.

Just at this juncture Mr. Noyes comes in and says, "I am so much interested in the co-operative work that I will pay the tuition of all the boys who make good. I will pay the tuition of 200 boys." That would amount to $10,000 a year. We naturally are anxious to get the boys. The manufacturers want them. We have advertised in a general way. We have had consultations with men interested in boys in one way or another, but we fail to get the boys. It is a fair question if it may not be necessary for employers to pay more than they are now paying.

It seems to be well that these boys are not set apart by themselves the week they are in school; that they come in contact with other students of all sorts and conditions; that they have the advantages of all the varied activities of the Institute. Should those who are preparing for some particular vocation, occupation, or profession be set apart in a school by themselves, or is it an advantage for them to mingle freely with others, and have much in common along social, musical, and other lines, though their work is distinct and divided in some lines? This is an important question. I want to emphasize the position, as Dean Davenport is not here, that he has taken. It is my firm opinion, as a result of my own experience, both as a high school principal and as the Director of Lewis Institute, that with

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reasonable organization and administration, our young men and women become broader, more democratic, better educated, better fitted for the varied demands of life, better mixers, if they mingle with all classes instead of being sent to institutions that are highly specialized.

Following Director Carman's remarks the discussion was continued by Mrs. Ella Flagg Young, Superintendent of Schools, Chicago; Principal G. R. Swain, Bay City, Michigan; Assistant Superintendent W. J. S. Bryan, St. Louis, Missouri; Dean C. M. Woodward, Washington University, St. Louis, Missouri; Principal J. Stanley Brown, Joliet, Illinois, Township High School; Professor E. V. Robinson, University of Minnesota, Minneapolis, Minnesota; President John R. Kirk, State Normal School, Kirksville, Missouri, and others.

It was voted that the chair appoint a committee of five or seven to study the question of differentiation below high schools, and to report at some future time.

The chairman named as the members of the committee the following:

E. V. Robinson, University of Minnesota, Minneapolis, Minnesota.

Superintendent Ben Blewett, St. Louis, Missouri.

Superintendent Ella F. Young, Chicago, Illinois.

Superintendent W. H. Elson, Cleveland, Ohio.

State Superintendent of Schools Charles P. Cary, Madison, Wisconsin.

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COMMISSION ON ACCREDITING COLLEGES.

The Commission appointed the following as a committee to inaugurate the work of inspecting colleges:

Prof. A. S. Whitney, University of Michigan.

President J. T. H. Main, Grinnell College.

Dean E. A. Birge, University of Wisconsin.

Principal G. W. Benton, Shortridge High School, Indianapolis, Indiana.

Superintendent J. S. Brown, Joliet High School.

The following recommendations with regard to the action of this committee were approved:

1. That the State committees for inspecting colleges shall organize on or before May 1, 1910.

2. That they be instructed to return reports on all colleges in their respective territories by July 1, 1910. These reports are to be referred to a Committee of Five appointed by the Commission, which committee is instructed to tabulate all reports and make recommendations not later than November 1, 1910, as to the standards of the Association. If possible the committee will present a list of colleges which have been inspected by the State Committees, for consideration at the next meeting of the Association.

3. The Committee of Five is instructed to send to the State Committees for use during the inspection such instructions as may be necessary to supplement the data called for in the report blanks already issued.

4. The Committee of Five shall consist of one Inspector of Schools, two secondary school men, and two representatives of colleges and universities. The secretary of the committee shall be the chief executive officer.

The full report of the Commission follows:

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REPORT OF THE COMMISSION ON ACCREDITED SCHOOLS AND COLLEGES.

The Commission, as now constituted, is as follows:

OFFICERS.

Chairman, President George E. MacLean, Iowa State University.

Vice-Chairman, President James H. Baker, University of Colorado.

Secretary, Director George N. Carman, Lewis Institute, Chicago.

APPOINTED FOR 1908-1911.

President George E. MacLean, State University of Iowa.

President John R. Kirk, Normal School, Kirksville, Mo.

Director George N. Carman, Lewis Institute, Chicago.

Principal F. L. Bliss, University School, Detroit.

APPOINTED FOR 1909-1912.

President Harry Pratt Judson, University of Chicago.

Professor E. O. Holland, Indiana University.

Superintendent A. F. Nightingale, Chicago.

Principal George W. Benton, Shortridge High School, Indianapolis.

APPOINTED FOR 1910-1913.

President James H. Baker, University of Colorado.

Professor F. G. Hubbard, University of Wisconsin.

Inspector A. S. Whitney, University of Michigan.

Principal E. L. Harris, Central High School, Cleveland.

ADDITIONAL MEMBERS.

A delegate member may be appointed by each college or university belonging to the Association which has a freshman class of at least fifty members. The chair shall also appoint a sufficient number of members from the secondary schools to maintain a parity of representation as between the secondary schools and the colleges.

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The first annual report of the Commission was adopted by the Association March 28th, 1902. The duty of preparing a list of accredited schools was assigned to a committee of the Commission known as the Board of Inspectors. The Board prepared its first list of schools in 1904. The list is revised yearly and printed at the time of the Annual Meeting of the Association. In 1906 standing committees, consisting of two members from each of the states, one representing the college and the other the secondary school, were appointed on definitions of units, to make such revisions and additions as may, from time to time, be necessary. In 1906 the name of the Commission was changed to read "The Commission on Accredited Schools and Colleges," and the Commission was instructed to report at the next annual meeting on the advisability of adopting a plan for the inspection of colleges and universities and the standardizing of their work.

In 1908 the Association voted that the Commission undertake the work of inspecting and accrediting colleges of liberal arts, whether separate or in universities, through a committee of three in each state.

The committee is constituted as follows:

The first member is an inspector of schools. (a) In States having such an official the inspector of schools appointed by the State university. (b) In other States the inspector of schools appointed by the State authority, or if there is no such official such person as the secretary of the Commission may select.

The second member of the committee is a president or dean of a college institution in this Association selected by the officers of the Commission.

The third member is a superintendent or principal of a secondary school in this Association selected by the officers of the Commission.

The inspector shall be the organ of communication between the college and the Commission.

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The inspection will be upon invitation.

The accrediting shall be by vote of the Association upon the recommendation of the Commission based upon the report of the committee of inspection.

The State committees, appointed in 1910, are as follows:

OHIO.

F. B. Pearson, Inspector, Ohio State University.

H. C. King, President, Oberlin College.

E. D. Lyon, Principal, Woodward High School, Cincinnati.

MICHIGAN.

A. S. Whitney, Inspector, University of Michigan.

E. G. Lancaster, President, Olivet College.

S. O. Hartwell, Superintendent, Kalamazoo.

INDIANA.

E. O. Holland, Inspector, University of Indiana.

W. L. Bryan, President, University of Indiana.

G. W. Benton, Principal, Shortridge High School, Indianapolis.

ILLINOIS.

H. A. Hollister, Inspector, University of Illinois.

H. P. Judson, President, University of Chicago.

J. S. Brown, Superintendent, Joliet High School.

WISCONSIN.

A. W. Tressler, Inspector, University of Wisconsin.

E. A. Birge, Dean, University of Wisconsin.

M. N. McIver, Superintendent, Oshkosh.

MINNESOTA.

G. B. Aiton, Inspector, State of Minnesota.

G. F. James, Dean, University of Minnesota.

P. B. MacLean, Superintendent, Fergus Falls.

IOWA.

F. C. Ensign, Inspector, State of Iowa.

J. H. T. Main, President, Grinnell College.

F. L. Smart, Superintendent, Davenport.

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MISSOURI.

J. D. Elliff, Inspector, University of Missouri.
J. H. George President, Drury College.
G. P. Knox, Assistant Superintendent, St. Louis.

NEBRASKA.

A. A. Reed, Inspector, University of Nebraska.
L. A. Sherman, Dean, University of Nebraska.
W. M. Davidson, Superintendent, Omaha.

KANSAS.

W. H. Johnson, Inspector, University of Kansas.
D. L. McEachron, Dean, Washburn College.
L. H. Miller, Superintendent, Kansas City.

COLORADO.

F. E. Thompson, Inspector, University of Colorado.
V. A. C. Henmon, Dean, University of Colorado.
H. N. Barrett, Principal, Pueblo.

SOUTH DAKOTA.

A. W. Trettien, Inspector, University of South Dakota.
F. B. Gault, President, University of South Dakota.
A. R. Bigelow, Superintendent, Lead.

NORTH DAKOTA.

Richard Heyward, Inspector, North Dakota.
F. L. McVey, President, University of North Dakota.
A. G. Crane, Superintendent, Jamestown.

OKLAHOMA.

T. F. Brewer, Inspector, University of Oklahoma.
J. S. Buchanan, Dean, University of Oklahoma.
J. H. Jacoby, Principal, Oklahoma City.

The college standards are as follows:

1. The Standard American College is a college with a four years' curriculum with a tendency to differentiate its parts in such a way that the first two years are a continua-

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tion of, and a supplement to, the work of secondary instruction as given in the high school, while the last two years are shaped more and more distinctly in the direction of special, professional, or university instruction. For students who are not to enter professional or graduate schools, and for those who are willing to lay a broader foundation for their professions than is laid by those who specialize at the end of the sophomore year in the university, the four years' college work may be treated as a unit. For those who have chosen their professions, the last two years in the best independent colleges should provide ample opportunities for training preliminary to the professions. The independent college may thus become a co-operative university college.

2. The minimum scholastic requirement of all instructors shall be equivalent to graduation from a college belonging to this Association, and graduate work equal at least to that required for a Master's degree. Graduate study and training in research equivalent to that required for the Ph. D. degree is usually necessary, but an instructor's success is to be determined by the efficiency of his teaching and not by his research work.

3. The college shall require for admission not less than fourteen secondary units, as defined by this Association.

4. The college shall require not less than twelve college units, or 120 semester hours for graduation.

5. The character of the curriculum, the efficiency of instruction, the scientific spirit, the standard for regular degrees, the conservatism in granting honorary degrees, the tone of the institution shall be chief factors in determining eligibility.

6. The college should be provided with adequate books in the library and laboratory equipment to develop fully and illustrate each course taught.

7. The number of hours of work given by each instructor will vary in the different departments. To determine

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this the amount of preparation required for the class and the time needed for study to keep abreast of the subject, together with the number of students, must be taken into account.

8. The college must be able to prepare its graduates to enter without conditions as candidates for advanced degrees reputable graduate colleges.

9. No institution shall be considered for membership, or retain membership, unless a regular blank has been filed with the Commission, and is filed triennially, unless the inspectors have waived the presentation of the triennial blank.

10. The local inspector shall be the organ of communication between the College and the Commission.

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DEFINITIONS OF UNIT COURSES OF STUDY.

UNIT COURSES IN GENERAL.

1. A Unit Course of Study in a Secondary School is defined as a course covering an academic year that shall include in the aggregate not less than one hundred and twenty sixty-minute-hours of class-room work, two hours of Manual Training or Laboratory Work being equivalent to one hour of class-room work.

2. A Unit Course of Study in the College is defined as a course covering an academic year that shall include in the aggregate not less than one hundred and fifty sixty-minute-hours of class-room work; at least two hours of Laboratory, Drawing, Shop, or Field Work, being equivalent to one hour of class-room work.

3. The graduation requirement of the high school and the entrance requirement of the college shall include fifteen units as above defined.

4. All high school curricula and all requirements for college entrance shall include as constants three units of English and two units of mathematics.

COLLEGE CREDIT FOR WORK DONE IN SECONDARY SCHOOLS.

1. The Commission favors the general principle that colleges should give advanced credit for secondary school work, when sufficient in amount and quality, done in addition to the fifteen units required for admission.

2. In the opinion of the Commission no advanced college credit should be given for less than one full year of secondary school work in any subject, except so far as half units are specified in the definitions of unit courses, or for any study that is not pursued later than the second year of the high school course.

3. The amount of advance credit to be awarded in any subject should be determined by the college which the student enters.

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UNIT COURSES IN PARTICULAR SUBJECTS.

ENGLISH.

COMMITTEE.

F. N. Scott (Chairman), Professor of Rhetoric, University of Michigan.
J. V. Denney, Professor of English and Dean of the College of Arts, Philosophy and Science, Ohio State University.
J. C. Cone, Head of Department of English, High School, Hamilton, Ohio.
T. A. Clark, Professor of Rhetoric and Dean of Undergraduates, University of Illinois.
H. E. Giles, Principal, High School, Kewanee, Illinois.
W. F. Webster, Principal, East High School, Minneapolis, Minnesota.
H. M. Belden, Professor of English, University of Missouri.
E. M. Hopkins, Professor of Rhetoric and English Language, University of Kansas.
W. W. Stoner, Superintendent of City Schools, York, Nebraska.
F. G. Hubbard, Professor of the English Language, University of Wisconsin.
H. E. Coblentz, Head of the Department of English, South Division High School, Milwaukee, Wisconsin.
H. Nieuhus, Principal, High School, Lead, South Dakota.
C. F. Ansley, Professor of English, State University of Iowa.
G. P. Koebel, Superintendent of Schools, Mt. Ayr, Iowa.
B. F. Kizer, Director of English, Manual Training High School, Kansas City, Missouri.
E. S. Parsons, Dean of Department of Liberal Arts, Colorado College.
W. M. Shafer, Superintendent of Schools, Cripple Creek, Colorado.
V. P. Squires, Professor of English, University of North Dakota.

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Definitions (3 units).

Preparation in English has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description, and easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

The second object is sought by means of two lists of books, headed respectively *reading* and *study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads and with their place in literary history.

a. READING—The aim of this course is to foster in the student the habit of intelligent reading and to develop

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a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

I. BOOKS PRESCRIBED FOR READING.

For 1909, 1910, and 1911 ten books, selected as prescribed below from the following list:

Group I (two to be selected).

Shakespeare's *As You Like It, Henry V, Julius Cæsar, The Merchant of Venice, Twelfth Night.*

Group II (one to be selected).

Bacon's *Essays;* Bunyan's *The Pilgrim's Progress, Part I; The Sir Roger de Coverley Papers* in the Spectator; Franklin's *Autobiography.*

Group III (one to be selected).

Chaucer's *Prologue;* Selections from Spenser's *Faerie Queene;* Pope's *The Rape of the Lock;* Goldsmith's *The Deserted Village;* Palgrave's *Golden Treasury* (*First Series*), *Books II and III,* with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group IV (two to be selected).

Goldsmith's *The Vicar of Wakefield;* Scott's *Ivanhoe, Quentin Durward;* Hawthorne's *The House of the Seven Gables;* Thackeray's *Henry Esmond;* Mrs. Gaskell's *Cranford;* Dickens' *A Tale of Two Cities;* George Eliot's *Silas Marner;* Blackmore's *Lorna Doone.*

Group V (two to be selected).

Irving's *Sketch Book;* Lamb's *Essays of Elia;* De Quincey's *Joan of Arc* and *The English Mail Coach;* Carlyle's *Heroes and Hero Worship;* Emerson's *Essays* (Selected); Ruskin's *Sesame and Lilies.*

Group VI (two to be selected).

Coleridge's *The Ancient Mariner;* Scott's *Lady of the Lake;* Byron's *Mazeppa* and *The Prisoner of Chillon;* Palgrave's *Golden Treasury* (*First Series*), *Book IV,* with spe-

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cial attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome;* Poe's *Poems;* Lowell's *The Vision of Sir Launfal;* Arnold's *Sohrab and Rustum;* Longfellow's *The Courtship of Miles Standish;* Tennyson's *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur;* Browning's *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, The Boy and the Angel, One Word More, Hervé Riel, Pheidippides.*

Changes for the year 1912:

1. In Group VI, Tennyson's *Princess* is substituted for the *Idylls* transferred to the Study List.

2. In Group V, Carlyle's *Heroes and Hero Worship* is changed to Carlyle's *The Hero as Poet, The Hero as Man of Letters,* and *The Hero as King.*

3. The number of books to be selected in Group V is changed from two to one.

4. In Group III, Book I, is substituted for Selections from *Faerie Queene.*

For 1913, 1914, and 1915:

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units* are to be selected, two from each group:

I. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey,* with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Aeneid.* The *Odyssey, Iliad,* and *Aeneid* should be read in English translations of recognized literary excellence.

*Each unit is set off by semicolons.

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For any unit of this group a unit from any other group may be substituted.

II. Shakespeare's *Merchant of Venice, Midsummer Night's Dream; As You Like It, Twelfth Night, Henry the Fifth, Julius Caesar.*

III. Defoe's *Robinson Crusoe, Part I;* Goldsmith's *Vicar of Wakefield;* either Scott's *Ivanhoe* or Scott's *Quentin Durward;* Hawthorne's *House of the Seven Gables;* either Dickens' *David Copperfield,* or Dickens' *Tale of Two Cities;* Thackeray's *Henry Esmond;* Mrs. Gaskell's *Cranford;* George Eliot's *Silas Marner;* Stevenson's *Treasure Island.*

IV. Bunyan's *Pilgrim's Progress, Part I; The Sir Roger De Coverley Papers* in the *Spectator;* Franklin's *Autobiography* (condensed); Irving's *Sketch Book;* Macaulay's *Essays on Lord Clive and Warren Hastings;* Thackeray's *English Humorists;* Selections from Lincoln, including at least the two *Inaugurals,* the *Speeches in Independence Hall* and at *Gettysburg,* the *Last Public Address,* and *Letter to Horace Greeley,* along with a brief memoir or estimate; Parkman's *Oregon Trail;* either Thoreau's *Walden* or Huxley's *Autobiography* and selections from *Lay Sermons,* including the addresses on *Improving Natural Knowledge, A Liberal Education,* and *A Piece of Chalk;* Stevenson's *Inland Voyage* and *Travels With a Donkey.*

V. Palgrave's *Golden Treasury* (*First Series*), *Books II and III,* with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *Deserted Village;* Coleridge's *Ancient Mariner* and Lowell's *Vision of Sir Launfal;* Scott's *Lady of the Lake;* Byron's *Childe Harold, Canto IV,* and *Prisoner of Chillon;* Palgrave's *Golden Treasury* (*First Series*), *Book IV,* with special attention to Wordsworth, Keats, and Shelley; Poe's *Raven,* Longfellow's *Courtship of Miles Standish,* and Whittier's *Snow-Bound;* Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum;* Tennyson's *Gareth and Lynette, Lancelot and Elaine,* and *The*

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Passing of Arthur; Browning's *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City.*

b. STUDY—This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. For this close reading are provided a play, a group of poems, an oration, and an essay, as follows:

II. BOOKS PRESCRIBED FOR STUDY.

For 1909, 1910, and 1911: Shakespeare's *Macbeth;* Milton's *Lycidas, Comus, L'Allegro,* and *Il Penseroso;* Burke's *Speech on Conciliation with America,* or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration;* Macaulay's *Life of Johnson,* or Carlyle's *Essay on Burns.*

Changes for the year 1912:

1. Tennyson's *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur* are inserted as an alternative to Milton's poems.

2. *Lycidas* is dropped from the list of Milton's poems.

For 1913, 1914, and 1915:

Shakespeare's *Macbeth;* Milton's *L'Allegro, Il Penseroso,* and *Comus;* either Burke's *Speech on Conciliation with America,* or both Washington's *Farewell Address,* and Webster's *First Bunker Hill Oration;* either Macaulay's *Life of Johnson,* or Carlyle's *Essay on Burns.*

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MATHEMATICS.

COMMITTEE.

C. E. Comstock (Chairman), Professor of Mathematics, Bradley Polytechnic Institute, Peoria, Illinois.
H. Hancock, Professor of Mathematics, University of Cincinnati.
J. D. Harlor, Principal East High School, Columbus, Ohio.
J. L. Markley, Professor of Mathematics, University of Michigan.
A. Darnell, Head of Department of Mathematics, Central High School, Detroit, Mich.
W. W. Hart, Teacher of Mathematics, Shortridge High School, Indianapolis, Indiana.
H. E. Slaught, Assistant Professor of Mathematics, University of Chicago.
J. F. Downey, Professor of Mathematics and Dean of the College of Science, Literature and Arts, University of Minnesota.
E. R. Hedrick, Professor of Mathematics, University of Missouri.
I. I. Cammack, Principal Central High School, Kansas City, Missouri.
E. B. Skinner, Assistant Professor of Mathematics, University of Wisconsin.
A. B. West, Teacher of Mathematics, Janesville, Wisconsin.
A. L. Candy, Professor of Mathematics, University of Nebraska.
A. R. Congdon, Principal of High School, Fremont, Nebraska.
H. B. Newson, Professor of Mathematics, University of Kansas.
A. M. Bogle, Teacher of Mathematics, Kansas City (Kansas) High School.
G. W. Nash, President Northern Normal and Industrial School, Aberdeen, South Dakota.
W. I. Early, Principal of High School, Sioux Falls, South Dakota.
S. W. Reaves, Professor of Mathematics, University of Oklahoma.
Florian Cajori, Dean of School of Engineering, Colorado College.
E. L. Brown, Principal, North Side High School, Denver, Colorado.
E. F. Chandler, Professor of Mathematics, University of North Dakota.

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Definitions (3 units).

A. Three chief aims should be set for instruction in mathematics in the secondary school.

1. To inspire and facilitate the acquisition of knowledge in an important field of human thought; mathematics is necessary to the comprehension and mastery of nature.

2. To develop the ability to apply this knowledge to practical and theoretical investigations.

3. To develop and strengthen the ability to perceive exact relations and to make inferences correctly; the teacher's constant aim should be to train the pupil to *think* and to formulate clearly the results of his thinking.

B. We may reasonably expect of students completing a high school course and presenting themselves for admission to college:

1. A fair degree of accuracy and rapidity in calculations, and a fair knowledge of the applications of numbers to the solution of the common problems of life.

2. A fair degree of skill in making algebraic transformations.

3. The ability to use the equation as an instrument in the solution of problems.

4. The ability to interpret algebraic results.

5. A fair comprehension of what constitutes a proof in mathematics.

6. A good knowledge of the facts of elementary algebra, and plane and solid geometry.

C. We recognize the fact that the students of the last high school year, because of their greater maturity, have much more ability to grasp the abstract thinking of mathematics than do students of the first year. The material offered in the courses and the methods of instruction should be determined with this in view. At first the simpler and more concrete ideas of the subject should be dealt with. In later stages, more complicated mechanical work and formal theory should be introduced gradually.

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D. The units, by title, shall be:

1. Algebra, first course, 1 unit.
2. Plane Geometry, 1 unit.
3a. Algebra, ½ unit.
3b. Solid Geometry, or
4. Plane Trigonometry, ½ unit.

It is becoming more and more evident that a change in the arrangement of the subject matter involved in the units named above is desirable. Many schools are offering courses in mathematics which cover in effect the equivalent of the courses named, but with the subjects somewhat intermingled. This Committee will have more to say on this subject in a later report.

Under any arrangement, arithmetic, algebra, geometry and trigonometry should be regarded and treated as different phases of one and the same great subject, mathematics. The geometrical, the arithmetrical, algebraic and physical phases of mathematics should be presented as far as possible from the beginning to the end of the secondary course. Much can be done in this direction by employing geometrical methods in algebra and by using algebraic processes in geometry. Numerous examples taken from physics and problems illustrated graphically and taken from any source whatever may be advantageously employed.

E. The algebra required for entrance to college should include the following topics (no significance to be attached to the order given here):

1. The fundamental laws of algebra.
2. The general view of algebraic number.
3. The four fundamental operations as applied to integral, fractional and irrational expressions.
4. Factoring.
5. Binomial theorem for positive integral exponents.
6. Solution of equations in one variable — including simple quadratic, fractional, and irrational equations.
7. Solution of systems of equation in two variables;

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including linear system, linear-quadratic system and a few of the quadratic systems that occur more frequently in practice.

8. Ratio and proportion.

9. The statement and solution of problems.

It is recommended that this unit and a half be divided into two portions, an elementary course: Algebra 1, to be given in the first year of high school and a more advanced course to be given after the course in plane geometry in the third or fourth year.

The following suggestions are made as to the character of these courses.

Algebra 1 should deal with the simpler portions of the topics named, with the exception of the greater portion of 7, which should be treated in Algebra 3a.

Omit complicated forms of parentheses, fractions, irrationals, types of factoring and equations. The aim should be a training in algebra as a method of thinking rather than as an exercise in the manipulation of complicated expressions. Ideas and methods should grow out of the pupils' knowledge of arithmetic and the relations of common experience. The traditional order of topics is not to be commended. Emphasis should be placed on the equation as a means of solving problems, other topics contributing assistance as the need arises. The equation should be used at the very beginning, as it is of paramount importance throughout the course.

The second course, 3a, should be a more systematical and scholarly consideration of the ground already covered and an extension of ideas to more complicated expressions. The pupil is now more mature and is better able to do abstract thinking. This is the time to acquaint him with the nature of algebraic reasoning and to arouse within him some appreciation of algebra as a science. By the time he has finished this course, he should have acquired that facility in the use of algebraic expressions which is so es-

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sential to further study of mathematics. A mastery of the fundamentals of theory and practice must be insisted upon.

In plane geometry it is suggested that a clearer conception of geometrical reasoning and a firmer grasp upon geometrical facts can be acquired by a thorough consideration of a small number of theorems than by a hurried glance at a larger number. It is therefore recommended that the more important theorems be emphasized and that the less important be omitted or passed over without proof. It is suggested that teachers be free to assume the truth of some of the most evident theorems at first. Proof may be given later if desired. The original demonstration of theorems is of the utmost importance. The use of exercises involving algebraic and numerical applications is to be encouraged. The habit of giving accurate definitions, the perception of what constitutes a demonstration of truth, confidence in one's own power of correct reasoning and the ability to discover geometrical relations are of more importance than the ability to recall the demonstration of a large number of theorems. It would be well to omit the theory of limits and incommensurables from this course.

Solid Geometry, 3b, should comprise the usual topics given in texts. Here, too, there should be a centering of attention upon the more important theorems. More emphasis should be placed on mensuration.

It may be desirable in some schools to re-arrange the material of courses 2 and 3b so that course 2 should include the elements of both plane and solid geometry, leaving to course 3b the more difficult phases of the subject.

Plane Trigonometry, 4, should include the definitions and relations of the six trigonometrical functions as ratios, the theory of logarithms and use of tables, the proof of important formulae and considerable practice in trigonometric transformations; the solution of right and oblique triangles.

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HISTORY.

COMMITTEE.

J. A. James (Chairman), Professor of History, Northwestern University.
H. E. Bourne, Professor of History, Western Reserve University.
H. V. Hotchkiss, Superintendent of Public Schools, Akron, Ohio.
H. V. Church, Principal, J. Sterling Morton High School, Clyde, Illinois.
D. C. Munro, Professor of European History, University of Wisconsin.
W. C. Howe, Instructor in History, West Division High School, Milwaukee, Wisconsin.
W. M. West, Professor of History, University of Minnesota.
H. H. Freer, Professor of Economics and Sociology, Cornell College, Mt. Vernon, Iowa.
N. W. Lambkin, Teacher of History, High School, Clinton, Missouri.
H. W. Caldwell, Professor of American History, University of Nebraska.
Amanda J. Sundeau, Teacher of History, High School, Lincoln, Nebraska.
Raymond G. Taylor, Principal, High School, Hiawatha, Kansas.
W. W. Girton, Teacher of Civics, State Normal School, Madison, South Dakota.
H. C. Johnson, Superintendent of Schools, Aberdeen, South Dakota.
J. S. Buchanan, Professor of History, University of Oklahoma.
J. F. Willard, Professor of History, University of Colorado.
M. C. Potter, Superintendent of Schools, Pueblo, District No. 1, Colorado.
W. A. Godward, Superintendent of Schools, Devils Lake, North Dakota.

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Definitions (4 units).

1. Ancient history, with special reference to Greek and Roman history, and including also a short introductory study of the more ancient nations and the chief events of the early middle ages, down to the death of Charlemagne (814).

2. Mediæval and modern European history, from the death of Charlemagne to the present time.

3. English history.

4. American history, or American history and civil government.

The periods that are here indicated as constituting the four units were recommended by the Committee of Seven of the American Historical Association in their report to the Association in 1899. The full report is published under the title "The Study of History in Schools." It contains suggestions as to various methods of treating these periods, and gives further information likely to be of service to the teacher. A short course of one year in general history of the world has been in a great measure abandoned by the schools, because it does not give the opportunity for the more concrete study and for the training in historical thinking that can be obtained from the more intensive work. The plan of continuing ancient history to the time of Charlemagne or the establishment of the Holy Roman Empire has much to commend it, and is now adopted in many schools. Excellent books have been prepared which will enable the teachers to cover the field, as a whole, satisfactorily. By continuing the study of ancient history down into the early middle ages, a reasonable adjustment of time between the earlier and later periods is secured; and from the purely historical as well as the pedagogical point of view, there is much to be said in favor of connecting Roman history with the later times; the pupil is not left in the confusion of the fallen or the decadent empire. In connection with a year's work in American history much instruc-

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tion can be given in civil government; a course dwelling on the development of American political ideals and the actual workings of institutions necessarily gives information concretely of the present governmental forms and methods.

No definite statement need be made concerning the mode of teaching or the apparatus that should be used. But it may be said that the mere learning of a text will not give the preparation that the colleges desire. Happily the time is gone when teachers are inclined to confine their classes to the memorizing of a single text. Some colleges in their entrance examination expect the candidate to present notebooks showing the amount and character of the work done in the schools. It is desirable that notebooks or cards should be kept as a record of the work done. They may contains copious extracts from primary and secondary authorities, references to important material, sketch maps made by the pupils as illustrations of their studies, and informal notes on reading that has been done in connection with the course. Such work is necessary if the historical courses are to give their best educational results. Effort should be made to cultivate the power of handling facts and of drawing proper inductions from data, to develop the faculty of discrimination, to teach the pupils the use of books and how to extract substance from the printed page. The acquisition of information alone cannot be the chief aim of any school work; knowledge of how to acquire information and, above all, some skill in putting forth what one knows must always be of more than secondary importance; history therefore should be taught as a disciplinary and educational subject.

The teacher of history in the secondary school should have completed a four year college course or the equivalent. He should have completed courses in history aggregating *at least* twelve hours for one year, including one "intensive" or "research" course. In the selection of these courses, at least three fields of history represented in the secondary

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school units should be chosen. It is also strongly recommended that the teacher should have pursued elementary courses in economics and political science.

The school library or an accessible public library should be equipped with at least the following numbers of well-selected books on the different units: Ancient History, 25 volumes; Mediæval and Modern History, each 25 volumes; English History, 50 volumes, and United States History, 75 volumes.

In addition to a good text-book, the pupil should have read in connection with each unit of History, as a minimum, the following amounts of carefully selected collateral material, of which at least one-fourth should be source material: Ancient History, 200 pp.; Mediæval and Modern European History, each 150 pp.; English History, 300 pp.; American History, 350 pp. (It is understood that Civics is additional.) Especial care should be exercised by the teacher in testing the reports on outside reading, to see that the best results are obtained. The pupil should show ability also in map analysis and the completion of outline maps.

The history class-room should contain standard maps and the pupils should have access to good historical atlases. Photographs of historic scenes ought also to constitute a part of the school equipment for the use of the teacher of history.

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LATIN AND GREEK.

COMMITTEE.

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Definitions of Latin (4 units).

In Latin the Commission adopts the first two units as defined by the American Philological Association, and the third and fourth units as defined by the College Entrance Examination Board.

1. Latin lessons, accompanied from an early stage by the reading of very simple selections. Easy reading: twenty to thirty pages of consecutive text.

In all written exercises the long vowels should be marked, and in all oral exercises pains should be taken to make the pronunciation conform to the quantities.

The student should be trained from the beginning to grasp the meaning of the Latin before translating, and then to render into idiomatic English; and should be taught to read the Latin aloud with intelligent expression.

2. Selections from Cæsar's Gallic War equivalent in amount to four books; selections from other prose writers, such as Nepos, may be taken as a substitute for an amount up to, but not exceeding, two books.

The equivalent of at least one period a week in prose composition based on Cæsar.

Reading aloud and translating, together with training in correct methods of apprehending the author's meaning, both prepared and unprepared passages being used as material. The memorizing of selected passages.

3, 4. Cicero: Any six orations from the following list, but preferably the first six mentioned:

The four orations against Catiline, Archias, the Manilian Law, Marcellus, Roscius, Milo, Sestius, Ligarius, the fourteenth Philippic.

Vergil: The first six books of the Aeneid.

The equivalent of at least one period a week in prose composition based on Cicero.

Note: In place of a part of Cicero an equivalent of Sallust's Catiline, and in place of a part of Vergil an equivalent of Ovid will be accepted.

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Definitions of Greek (3 units).

In Greek the definitions of the three units of the Philological Association are adopted.

1. Introductory lessons:

Xenophon's Anabasis (20 to 30 pages).

Practice in reading at sight and in writing Greek.

Systematic study of grammar begun.

2. Xenophon's Anabasis (continued), either alone or with other Attic prose (75 to 120 pages).

Practice in reading at sight, systematic study of grammar, thorough grammatical review, and practice in writing Greek, both based on study of Books I and II of the Anabasis.

3. Homer (2,500 to to 4,000 lines); e. g., Iliad, I-III (omitting II, 494-end), and VI-VIII.

Attic prose (33 to 40 pages), with practice in writing Greek; grammar, practice reading at sight.

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GERMAN.

COMMITTEE.

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Definitions (4 units).

1. During the first year the work should comprise:

(1) Careful and persistent drill upon connected pronunciation;

(2) The memorizing and frequent repetition of easy colloquial sentences;

(3) Drill upon the rudiments of grammar; viz. upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more *usual* strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order;

(4) Abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression;

(5) The reading of from 50 to 100 pages of graduated texts from a reader or other text, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English). Besides parts of Readers available for first year's class-work, good selections may be made from Müller und Wenckebach's Glück Auf; Kern's (Grimm's) German Stories Retold; Guerber's Märchen and Erzählungen; Seeligmann's Altes and Neues.

It will be found, however, that the work as outlined in the above, can be done successfully only when the students of the class are either fairly mature (say, in the 11th or 12th grade), or have had some previous language training. It is only to such that the full reading requirements can profitably be made to apply as a part of the first year's work. *The chief consideration is thoroughness and accuracy, is to put the student upon firm and sure ground, and never to give up what has already been gained.*

2. During the second year the work should comprise:

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(1) The reading of from 150 to 200 pages of suitable texts in the form of easy stories and plays;

(2) Accompanying practice, as before, in the translation into German and variations upon the matter read; easy dictation and composition exercises based upon suitable text books;

(3) Continued drill upon the essentials of the grammar, directed to the ends of enabling the pupil, first, to use his knowledge with facility in the formation of sentences and, secondly, to state his knowledge correctly in the technical language of grammar.

Reading material suitable for the elementary course, other than that already mentioned, can be selected from the following list: Müller's *Neue Märchen;* Arnold's *Fritz auf Ferien;* Baumbach's *Die Nonna* and *Der Schwiegersohn;* Gerstaecker's *Germelshausen;* Heyse's *L'Arrabbiata, Das Mädchen von Treppi, Die Blinden;* Storm's *Immensee and Geschichten aus der Tonne; In St. Jürgen;* Auerbach's *Brigitta;* Keller's *Legenden;* Fulda's *Unter vier Augen;* Wildenbruch's *Der Letzte,* or, *Das edle Blut;* Frommel's *Eingeschneit;* Seidel's *Aus goldnen Tagen;* Zschokke's *Der zerbrochene Krug;* Blüthgen's *Das Peterle von Nürnberg;* Bacon's *Im Vaterland;* Mosher's *Willkommen in Deutschland;* Lambert's *Autägliches.*

The net results of the first two years of a high school German course should be:

(a) A correct and ready pronunciation.

(b) A ready, exact, and fairly complete working knowledge of grammar, especially on the formal (inflectional) side.

(c) At least some ability to speak and understand the foreign spoken language.

(d) A better understanding of the grammatical structure of the English language.

(e) The reading of some 200-250 pages of suitable texts

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and the mastery of the fundamental facts of the language involved and illustrated in them.

(f) The acquisition of a fair working vocabulary, involving the full mastery of some 85 per cent of the words occurring in the texts read and worked over.

(g) Ready familiarity with ordinary or common idiomatic phrases or other expressions, such as *es tut mir leid, Sie haben recht, nehmen Sie sich in acht, wo hat er das her?* etc.

(h) The ability to understand and translate (with the help of a vocabulary for uncommon terms) from German into English texts of similar degree of difficulty as the one worked over in class.

In the words of one of the high school manuals "The ideals of enabling the student eventually to read German literature in German without translating should be ever before the teacher. . . . . Modern German literature is so rich in novelistic, dramatic, historical, and lyrical productions of a high order that, even for the more elementary classes, good literary selections may be found well suited to the age and preparation of high school students. If this principle be strictly observed, the instruction of German will gain enormously in dignity and interest, and will greatly extend the range of knowledge and culture of the student."

3. The work of the third year should comprise:

(1) A thorough and systematic review of the fundamental facts, the grammar of the language in connection with suitable practice in composition. A text-book, such as Harris', Wesselhoeft's, or Bernhardt's, *German Composition,* should be used for this purpose. These texts, especially the first two, might well be used in the latter half of the second year. Neither the teacher nor the pupil should trust himself to the process of merely "incidental" grammar and composition exercises. At least two recitation periods per week should be devoted to this purpose.

(2) The reading of some 300-400 pages of moderately

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difficult prose. A selection may be made from the following texts: Ebner-Eschenbach's *Die Freiherren von Gemperlein;* Freytag's *Die Journalisten* or his *Bilder aus der deutschen Vergangenheit*—for example, *Karl der Grosse, Aus den Kreuzzügen, Doktor Luther, Aus dem Staat Friedrich's des Grossen;* Gerstaecker's *Irrfahrten;* Meyer's *Der Schusz von der Kanzel,* Goethe's *Hermann und Dorothea,* Hoffman's *Historische Erzählungen;* Lessing's *Minna von Barnhelm;* Meyer's *Gustav Adolf's Page;* Riehl's *Novellen* —for example, *Burg Neideck; Der Fluch der Schönheit, Der stumme Ratsherr, Das Spielmannskind;* Niese's *Aus dänischer Zeit;* Schiller's *Wilhelm Tell, Die Jungfrau von Orleans, Das Lied von der Glocke;* Sudermann's *Frau Sorge;* selections from the poems of Uhland, Heine, Schiller, Goethe, etc., as found e. g. in Hatfield's collection of German Lyrics and Ballads.

4. The work of the fourth year should comprise the reading of about five hundred pages of good literature in prose and poetry, reference readings upon the lives and works of the great writers studied, the writing in German of numerous short themes upon assigned subjects, independent translation of English into German. Favored texts seem to be: Goethe's *Sesenheim, Dichtung und Wahrheit, Egmont, Iphigenie;* Schiller's *Maria Stuart;* Lessing's *Minna von Barnhelm;* Kleist's *Michael Kohlhaas, Prinz von Homburg;* Fulda's *Der Talisman;* Grillparzer's *Der Traum ein Leben, Sappho;* Ludwig's *Zwischen Himmel und Erde;* Hebbel's *Agnes Bernauer;* Scheffel's *Ekkehard;* Hauff's *Lichtenstein.*

The nature and scope of the fourth year's work may well be left to the direction of the authorities issuing the several high school Manuals, and to those in immediate charge of these advanced courses. It is possible that even here many teachers will feel the necessity of insisting upon the more formal aspects of the problem, others may feel that the advancement and maturity of the class will warrant a sympathetic and systematic study of literature proper.

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FRENCH AND SPANISH.

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Definitions of French (4 units).

The definitions of the four units in French are those recommended by the Committee of Twelve of the Modern Language Association.

1. During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

2. During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biopraphical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's *Le Roi des montagnes;* Bruno's *Le Tour de la France;* Daudet's easier short tales; La Bédollière's *La Mère Michel et son*

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chat; Erkmann-Chatrian's stories; Foa's *Contes biographiques* and *Le Petit Robinson de Paris;* Foncin's *Le Pays de France,* Labich and Martin's *La Poudre aux yeux* and *Le Voyage de M. Perrichon,* Legouvé and Labiche's *La Cigale chez les fourmis;* Malot's *Sans famille;* Mairet's *La Tache du petit Pierre;* Merimée's *Coloma;* extracts from Michelet, Sarcey's *Le Siège de Paris,* Verne's stories.

3. The work of the third year should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's *Le Gendre de M. Poirier,* Béranger's poems, Corneille's *Le Cid* and *Horace,* Coppée's poems, Daudet's *La Belle-Nivernaise,* La Brète's *Mon oncle et mon curé,* Madame de Sévigné's letters, Hugo's *Hernani* and *La Chute,* Labiche's plays, Loti's *Pêcheur d'Islande,* Mignet's historical writings, Molière's *L'Avare* and *Le Bourgeois Gentilhomme,* Racine's *Athalie, Andromaque,* and *Esther,* George Sand's plays and stories, Sandeau's *Mademoiselle de la Seiglière,* Scribe's plays, Thierry's *Récits des temps mérovingiens.* Thiers's *L'Expédition de Bonaparte en Egypte,* Vigny's *La Canne de jonc,* Voltaire's historical writings.

4. The work of the fourth year should comprise the reading of from 600 to 1,000 pages of standard French, classical and modern, only difficult passages being explained in the class; the writing of numerous short themes in French; the study of syntax. One unit.

Suitable reading matter will be: Beaumarchais's *Le Barbier de Séville;* Corneille's dramas; the elder Dumas's prose writings; the younger Dumas's *La Question d'argent;* Hugo's *Ruy Blas,* lyrics and prose writings; La Fontaine's fables; Lamartine's *Graziella;* Marivaux's plays; Moliere's

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plays; Musset's plays and poems; Pellissier's *Le Mouvement littéraire au XIXe siècle;* Renan's *Souvenirs d'enfance et de jeunesse;* Rousseau's writings; Sainte-Beuve's essays; Taine's *Origines de la France contemporaine;* Voltaire's writings; selection from Zola, Maupassant, and Balzac.

Definitions of Spanish (2 units).

In Spanish the commission adopts the definitions of the two units of the College Entrance Examination Board, which are in close harmony with the definitions of French of the Modern Language Association.

1. During the first year the work should comprise (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

2. During the second year the work should comprise: (1) the reading of from 250 to 40 pages of modern prose from different authors; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

Suitable texts for the second year are: Valera's *El pájaro verde;* Escrich's *Fortuna;* Padre Isla's version of *Gil Blas;* Galdó's *Marianela;* Alarcón's *El finale de Norma;* Carrión and Aza's *Zaragüeta;* Becquer's *Legends and Tales;* Moratín's *El sí de las niñas;* Valdés's *José.*

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PHYSICS.

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Definition (1 unit).

1. The unit in physics consists of at least one hundred and eighty periods of forty-five minutes each (equal to 120 hours) of assigned work. Two periods of laboratory work count as one of assigned work.

2. The work consists of three closely related parts; namely, class work, lecture-demonstration work, and laboratory work. At least one-fourth of the time shall be devoted to laboratory work.

3. It is very essential that double periods be arranged for the laboratory work.

4. The class work includes the study of at least one standard text.

5. In the laboratory the student shall perform at least thirty individual experiments, and shall keep a careful note book record of them. At least twenty of these should involve numerical work and the determination of such quantitative relations as may be expressed in whole numbers. Such quantitative work should aim to foster the habit of thinking quantitatively, but should not attempt to verify laws with minute accuracy nor to determine known physical constants with elaborate apparatus. The list of topics covered by these quantitative experiments should not differ widely from the list of starred topics in the syllabus.

6. The class work should aim to build up in the student's mind clear concepts of physical terms and quantities, and an intuitive appreciation of the general principles which make up the syllabus. He must be trained in the use of those principles in the solution of simple, practical, concrete numerical problems.

7. Examinations will be framed to test the student's understanding of and ability to use the general principles in the required syllabus, as indicated in 6.

8. The teacher is not expected to follow the order of topics in the syllabus unless he wishes to do so.

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Syllabus of Required Topics.

This list of required topics is not intended to include all the material for the year's work. It is purposely made short, in order that each teacher may be free to supplement it in a way that fits his individual environment. It does include those topics which all agree are essential to a first course in physics, and which are capable of comprehension, at least to the extent specified in number 6 of the definition of the unit, by boys and girls of high school age.

*1. Weight, center of gravity.
*2. Density.
*3. Parallelogram of forces.
4. Atmospheric pressure; barometer.
*5. Boyle's law.
6. Pressure due to gravity in liquids with a free surface; varying depth, density, and shape of vessel.
*7. Buoyancy; Archimedes' principle.
*8. Pascal's law; hydraulic press.
9. Work as force times distance, and its measurement in foot-pounds and gram-centimeters.
10. Energy measured by work.
*11. Law of machines: work obtained not gerater than work put in; Efficiency.
*12. Inclined plane.
*13. Pulleys, wheel and axle.
*14. Measurement of moments by the product of force times arm; Levers.
15. Thermometers: Fahrenheit and Centigrade scales.
16. Heat quantity and its measurement in gram calories.
*17. Specific heat.
*18. Evaporation; heat of vaporization of water.
*19. Dew point; clouds and rain.
*20. Fusion and solidification; heat of fusion.
21. Heat transference by conduction and convection.
22. Heat transference by radiation.

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23. Qualitative description of the transfer of energy by waves.
24. Wave length and period of waves.
25. Sound originates at a vibrating body and is transmitted by waves in air.
*26. Pitch and period of sound.
*27. Relation between the wave length of a tone and the length of a string or organ pipe.
*28. Resonance.
29. Beats.
30. Rectilinear propagation of light; pin-hole camera.
*31. Reflection and its laws; image in a plane mirror.
*32. Refraction, and its use in lenses; the eye, the camera.
*33. Prisms and dispersion.
34. Velocity of light.
35. Magnetic attractions and repulsions.
*36. Field of force about a magnet.
37. The Earth a magnet; compass.
38. Electricity by friction.
39. Conductors and insulators.
*40. Simple galvanic cell.
*41. Electrolysis; definition of the Ampere.
*42. Heating effects; resistance; definition of the Ohm.
*43. Ohm's law; definition of the volt.
*44. Magnetic field about a current; electromagnets.
*45. Electromagnetic induction.
*46. Simple alternating current dynamo of one loop.
*47. Electromagnetic induction by breaking a circuit; primary and secondary.
48. Conservation of energy.

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CHEMISTRY.

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Definition (1 unit).

Chemistry is an art as well as a science. Acquaintance with its elements includes ability to *do* certain things *intelligently* as well as remembrance of the bare results of chemical changes. An organized account of the latter is only a sort of dessicated residuum if it is not illuminated by the experience acquired along with skill in the former. The books usually—and necessarily—give prominence to the second (the systematic aspect), leaving instruction in the art to the teacher. A requirement in chemistry, on the other hand, must emphasize the art, for it is universal. It will lay less stress on any particular list of substances, reactions, or topics, in view of the extent of the available material, the briefness of the school course and the consequent differences between equally good individual selections. The art cannot, of course, be acquired without a fair systematic knowledge, while a semblance of the systematic knowledge may be acquired without the art. The art is therefore more worthy of emphasis.

It will be noted that the art of chemistry consists in the practical knowledge of the physical properties of all kinds of matter and the utilization of this knowledge in arranging intelligently the conditions before chemical change, in noting all physical indications during experiment and distinguishing the significant ones, and in interpreting the result of this observation. It thus deals almost exclusively with physical conceptions and facts. It demands, therefore, a careful training in physical facts, physical observation and physical inference. Conventionalized chemical work which can progress without skill in this art (for example, reiterated observation of precipitations) is valuless.

Disregarding questions of order, and simply classifying the essential principles of instruction, the pupil should be taught:

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1. *Technique of experimentation.*

   Properties of common apparatus in respect to structure and material. For example, how to make an apparatus air-tight and why. Object of such operations as washing and drying gases and how the object is attained.

   Physical properties which may be used for recognition of each substance and for explanation of all observations.

   Judicious use of proportions and materials. Influence of conditions (temperature, homogeneous and heterogeneous mixture, etc.) on chemical change.

2. Physical phenomena, their recognition, description, and physical interpretation.

3. The more strictly *chemical application* of the results. For example, inference in regard to the nature of the chemical change which must have led to the results observed. Making of the chemical equation from adequate data.

The material basis for the above may be found for the most part in the employment of a restricted number of elements and a few of their chief compounds. Facts should be simplified and systematized by generalization, and generalizations ("laws") should be illustrated and applied to familiar things. The usual theoretical explanations should be given as the facts accumulate. Laws and theories derive their importance from the facts, not *vice versa,* and none should be given unless and until the corresponding facts have been encountered in laboratory or class-room experiments.

A knowledge of important chemical industries and ability to work simple problems will be expected.

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PHYSICAL GEOGRAPHY.

COMMITTEE.

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G. E. Condra, Professor of Geography and Economic Geology, University of Nebraska.
F. H. Hoff, Superintendent of Schools, Mitchell, South Dakota.
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Definition (1 unit).

The following outline includes only the most essential facts and principles of physical geography, which must be studied in the class room and laboratory:

THE EARTH AS A GLOBE.

Shape of earth: How proved; probable causes of.
Size: How measured.
Rotation: How proved; day and night; longitude and time; latitude.
Revolution: How proved; rate; path; direction.
Seasons and their causes.
Magnetism: Compass; variation in.
Map projection explained.

THE LAND.

Distribution. Graphic representation of topography.

Changes in land areas and in land forms: Effects of (1) elevation and depression, of (2) deposition of sediments, (3) of shore erosion.

Plains: Plains distinguished from the plateaus and mountains. Kinds of plains: classification based on genesis, on topography, on fertility, etc. Development of plains of different forms. Distribution of the great plains of the earth. The costal plain of the Atlantic and Gulf coasts. The plains of the eastern interior. The plains of the western interior. Effect of climate and rock structure on topography of plains. Alluvial plains: their formation and importance. Relation of life to different forms of plains.

Plateaus: Relations to plains and to mountains. Stages in the history of a plateau; young plateaus, dissected plateaus, old plateaus, broken plateaus. Effect of climate, rock structure, etc., on topography of plateaus. Locations of the great plateaus. Life conditions on plateaus.

Mountains: Classes: block mountains; folded mountains; domed mountains; mountains of circumdenudation. History of mountains. Effects of climate, rock structure,

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etc., on mountain topography. Life conditions in mountains.

Volcanoes: Distribution. Phenomena of eruptions. History of a volcano. Influence of volcanoes on topography and life.

Rivers: Life history of a river from birth to old age. The work of rivers. The topography of surfaces shaped by river erosion at different stages of valley development. Revived rivers. Drowned rivers and valleys. The great drainage basins of the United States.

Lakes: The distribution of lakes, particularly in North America. The changes which they are undergoing. Their relations to rivers. Their effect on climate. Their relations to life in general. Salt lakes; their history. The origin of lake basins.

Glaciers: The nature of glacier ice. The distribution of glaciers. The conditions necessary for glaciers. Types of glaciers. The work of glaciers. Glaciated areas compared and contrasted with areas which have not been affected by ice; especially the glaciated and non-glaciated areas of North America.

THE ATMOSPHERE.

Composition and office of atmosphere. Instruments used in study of atmosphere.

Temperature: Source of atmospheric heat, and variations of atmospheric temperatures. Isothermal charts of world, and of the United States, especially the January, July and annual charts, with special study of (1) isotherms of northern and southern hemispheres, (2) location of heat equator, (3) cold pole, (4) crowded isotherms, etc.

Pressure: Measurement of pressure. Determination of altitudes by atmospheric pressure. Relation to temperature. Study of isobars on U. S. weather maps. Distribution of pressure in general, in mid-winter (January), and in mid-summer (July). Relation of pressure (isobars) and temperature (isotherms).

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Circulation of atmsophere: Winds; their causes; their classes; and their effects.

Moisture: Sources. Conditions for precipitation. Forms of precipitation; rain and snow; dew and frost; distribution of rain and snow; principles governing. Relation of precipitation to life.

Storms: Cyclones of temperate and tropical latitudes. Paths and characters of storms of United States. Relation of storms to general weather conditions. Weather at different seasons; study and construction of weather maps. Relation of weather to climate. Relation of climate, weather, etc., to life and to human industries.

THE OCEAN.

Form, divisions and general characteristics of the oceans, and of ocean basins. Depth, density and temperature of ocean waters. Characteristics of ocean floor; topography, material, etc. The life of the oceans.

Movement of ocean waters: Waves; cause and effect. Currents; causes and their proofs; important currents; effects of currents on climate, life, etc. Tides; character of motion; causes of tides; variation of tides, and their causes; bores; effect of tides on navigation, harbors, etc.

Work of ocean: Erosion and deposition. Shore lines; the leading types, and their distribution. Influence of harbors and coast lines, now and in the past.

Summary. The outline given can but enumerate the larger topics to be covered, and in a way suggest the point of view desired. Each topic should be treated so as to show its causal relations to other topics. So far as possible, the effects of earth features on life (especially human life) conditions should be emphasized.

Throughout the work an effort should be made to develop the student's ability to use the data presented. The acquisition of the facts presented in the text-books is in itself of relatively little value. The student should be

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taught to apply, out-of-doors and in the laboratory, the principles developed in the class room. When he can do this, and when he can utilize and combine the data presented in the books in new ways and to new ends, one of the chief aims of the study have been accomplished.

The candidate's preparation should include:

a. The study of one of the leading secondary textbooks in physical geography, for the sake of essential principles, and of well-selected facts illustrating those principles.

b. Individual laboratory work should occupy from one-fourth to one-half of the time of the student in the class-room. Field trips should take the place of some of the laboratory work in autumn and spring. The results of laboratory work should be carefully recorded in writing, and in many cases should be made the basis of class-room discussion. Similarly the field work should be made the basis of written reports or of subsequent class-room discussion, or both. In general the laboratory and the field should be made to afford illustrations of as many principles and phenomena as possible.

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BOTANY.

COMMITTEE.

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John Lofty, Superintendent of Schools, Salina, Kansas.

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Definition (1 unit).

It has been the intent of the committee to prepare a statement that is sufficiently elastic to give adequate recognition to all good courses in high school botany, rather than to present a set line of procedure that must be followed by all. The work that is done should meet the needs of the pupils regardless of whether any work is to be done in any higher institution. Emphasis is placed upon the quality and quantity of the work done, and upon the preparation of the teacher, rather than upon the particular things that are to be done. To this end the report considers the following:

I. The purpose and content of the course and the time to be given to it.

II. Suggested plan of the course.

III. The preparation that should be had by the teacher of botany.

The committee wishes to express its appreciation of the work done by the committee on education of the Botanical Society of America. This committee previously working as the committee of the Society of Plant Morphology and Physiology, of the College Entrance Examination Board, and later of the Botanical Society of America, has published four reports, the latest in the School Review for November, 1908. These reports have been most potent in giving purpose and organization to the teaching of botany in secondary schools. The unit statement here presented is in agreement in many respects with the last report of the above mentioned committee, but differs from it in flexibility, recognition of the practical aspects of plant life, in definition of the preparation of the teacher, and in some other points. It is hoped that some time there may be a single statement of the unit issued by the two committees.

I. The purpose and content of the course, and the time that should be given to it.

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1. The ends to be sought through an elementary study of plant life include training in the scientific method of thinking particularly as relates to plant life, information and a more intelligent and a more active interest in natural phenomena in general, an elementary knowledge of fundamentals of plant life and a better understanding of those features and activities of plants that relate to every day affairs.

2. In determining the content, order and treatment of topics in any individual course, the needs and opportunities of the teacher and class should be dominant. To this end this statement includes the general features of the course, the teacher being left at liberty to adopt such details as best meet the needs of any particular class of pupils. The quality and quantity of work done by the pupil, evidence of his ability to do accurate and reliable work, and adequate preparation by the teacher, rather than the specific content of the course are emphasized.

3. There is presented a general plan of the "synthetic course," which the majority of the committee believes to be the best type, though it is not intended to restrict teachers to this type of course. This course embodies the elements of morphology of the great groups including the "lower forms" as well as the seed plants, of physiology with experiments upon plant activities, of ecology with emphasis upon class and individual field trips, including some acquaintance with local plants, of the relation of plants to their habitat and to men, of food and timber supply, parasitism, disease, decay, soil replenishment, etc. It is recommended, however, that plants be studied in an elementary way leading into any or all of the above aspects, rather than that the differentiated divisions of the subject be taken up at one time.

An elementary consideration of the relations of plants to men as shown in plant and animal diseases, hygiene, agri-

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culture, horticulture, erosion, decay, foods, fibres, etc., should be presented as an organic part of the study of botany. The inclusion of these practical matters as an organic part of the course rather than as a number of sections upon the applied aspects of plants, gives appreciable meaning and fuller significance to the study. An adequate consideration of such separate applied sciences as agriculture, forestry, bacteriology, and horticulture should follow the general study of plants and animals.

4. The time requirement of the course should be the equivalent of 180 periods of at least 40 minutes each; there should be two doubled periods per week for laboratory or field work, each of these doubled periods counting as one period in making up the total 180 periods.

II. Suggested Plan of the Course. This is a plan for a synthetic course. It suggests more material than any one year's work can present. Some of the topics will receive more emphasis at the hands of teachers who prefer to treat briefly or omit other topics, the ones selected for full or brief treatment varying with different teachers. In order of treatment consideration may first be made of the structure and function of seed plants, or of the characteristics of the great groups of plants.

1. In beginning the course with a study of seed plants, the first work may deal with *any* of the following topics, the one selected for the beginning serving to lead directly to others of the group:

The structures of a typical seed plant—roots, stem, leaves, flowers and seeds—and the kinds of work done by these parts.

How the plant lives—elementary physiological experiments, absorption, root pressure, conduction, transpiration, photosynthesis, relation of functions to the structures by means of which they are performed.

The work of leaves.

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The storage of food, its relation to the plant; its relation to men and other animals.

Seeds and seedlings; seed distribution; the establishment of new plants.

Acquaintance with some of the plants of the locality.

2. In addition to the topics just named, due to seasonal advantage, preferences of the teacher or needs of the pupils, the following will at times be found best in this connection, while in other cases it will be found best to take up these topics after the consideration of the great groups:

Relation of plants to light, soil, water, atmosphere, gravity, contact, seasons.

Growth and reproduction.

Responses to different regions.

Artificial control and methods of improving agricultural and horticultural plants.

Forests, their uses, distribution, dangers and preservation.

3. The Great Groups. In the following outline, what plants are and what they are doing in the locality are to be kept prominent, although these matters cannot be studied apart from plant structures.

It is recommended that detailed anatomical work be reduced to the minimum, and that gross structures and life habits be given correspondingly larger attention. By means of demonstrations many of the details may be made of more value than would be true if pupils were to try to study out these details by means of the compound microscope. When compound microscopes are available some of the structures may be determined by the pupils, but often it is better to use demonstration microscopes. A full study of gross structures will give a good basis for understanding demonstrations through microscopes, and pictures of the important details.

a. Algae. General appearance and distribution; local types studied with reference to their places of living, their

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nutritive and reproductive structures and habits, conditions controlling their growth and reproduction. Two or three blue-green forms as Nostoc and Oscillatoria, and such green forms as Pleurococcus, Cladophora, Spirogyra, Vaucheria and the Desmids. The gradations in complexity in nutritive and reproductive structures should be understood but no attempt at establishing a detailed evolutionary series should be made. The characteristics of these forms should be studied out-of-doors and in the aquarium. Their distribution and abundance in the locality, and their relation to water supplies should receive attention.

General appearance and regional distribution of the red and brown algae, but no detailed work with them is recommended. Gross characteristics of diatoms in fresh water should be noted.

b. Fungi. Some of the following common forms as types of dependent plants—toadstools and mushrooms, mildews, water mould, wheat rust, corn smut, cedar apples, etc.

Parasitic method of living and its helpful and harmful economic significance; regulation and elimination of injurious fungi.

Yeasts and fermentation.

Bacteria studied chiefly with reference to life habits and effects. Relation of the bacteria to decay, to soils, to leguminous plants, to rotation of crops, and to sanitation. Bacteria as instruments of disease. Sterlization as shown in a study of milk. Purity of milk and water supply. Relation of knowledge of bacteria to public hygiene.

c. Lichens. A type used to illustrate the interrelation of algae and fungi. Distribution of the lichens of the locality and their influence upon their supporting structures.

d. Liverworts. Life habits, distribution and life cycle.

e. Mosses. Life habits, distribution, and life cycle.

f. Ferns. Life cycle of a true fern, stem and leaf in relation to chlorophyll work; perennial nature; distribution; acquaintance with a few local types.

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General characteristics of the horsetails and club mosses.

g. Gymnosperms. Pine or spruce as a type; habit of tree, perennial nature, twigs and stems of different ages, age of tree, leaves and the evergreen habit, nature of the timber and its uses; two kinds of cones and the processes, time and structures involved in seed formation, nature of the seed, seed distribution, seedlings and the establishment of the new tree.

Names of other kinds of gymnosperms.

Gymnosperms as source of much of the world's lumber supply, chief regions of gymnosperm forests, preservation and extension of gymnosperm forests.

h. Angiosperms.

Life cycle as compared with the gymnosperms.

Types of stem, root, leaf and flower structure, with consideration of the special work, habits and uses of each of these.

Nutritive and reproductive processes arranged so as to extend whatever work was done with seed plants at the beginning of the course. Work suggested at the outset that was not done in that connection may be included here.

Pollination and seed formation, number of seeds, seed distribution, seedlings, vitality of seeds, struggle for existence.

Structures and habits of plants of different regions.

Acquaintance with plants of the leading families in the local region.

Angiospermous forests (possibly delay the consideration of gymnospermous forests until this point), the local timber supply either from local forests or from others, enemies of the forests, elementary forestry problems, United States, State, and local private work in forestry.

Relation of plants to soil, water, light, temperature, gravity and other environmental factors. Productive and unproductive soils and climates in relation to agricultural plants.

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Diseases of plants and their significance. Artificial improvement of plants through cultivation, pruning, grafting, selection and breeding.

III. The Qualifications of the Teacher of Botany.

It is believed that the teacher of botany in the high school should have a minimum preparation in botany equivalent to two years of college work. This work should include the general morphology of the lower and higher groups, elementary plant physiology and ecology; zoology, physiography and a course in general bacteriology are desirable. The teacher should also have some knowledge of the purpose of botany in high school education and of current and desirable practice in teaching botany.

Since the teacher of botany usually teaches other sciences each demanding somewhat similar quantity of preparation, obviously to maintain this standard more general and more extensive preparation needs to be urged. This standard of preparation is deemed highly desirable in order to give botany its proper place in secondary education, but it may not always be practicable. It is the standard that should be met by those who are now preparing to teach the subject.

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ZOOLOGY.

COMMITTEE.

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H. F. Nachtrieb, Professor of Animal Biology, University of Minnesota.
H. W. Norris, Professor of Zoology, Iowa College, Grinnell, Iowa.
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C. P. Lommen, Professor of Biology, University of South Dakota.
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Definition (1 unit.)

A high school course in Zoology should have for its objects: (1) To acquaint the student with the common animals of his own neighborhood, with the various environments of these animals, with the adaptations which the animals show to their environment and with their habits and economic importance. (2) To afford training in critical methods of making and recording observations both by drawing and by writing, both in the laboratory and in the field. (3) To teach enough of the interpretation of the observed facts that the student may understand the current methods of interpretation from the morphological, physiological, and ecological standpoints. In other words, with the study of the structures there should go an interpretation of their use (physiology, ecology) and of their past history (evolution). An elementary training in both experimental and comparative methods should be sought, and the peculiar value of such training as a means of intellectual development should not be overlooked. Ability on the part of the student to observe and think independently is especially desired.

For a course extending through the year with four periods per week, it is recommended that the laboratory and field work consist of the study of at least ten type forms as indicated in the following list:

1. An insect.
2. The crayfish.
3. An earthworm, leech, or fresh water oligochaete.
4. An Amoeba or other protozoan.
5. Hydra or a hydroid.
6. A mussel or snail.
7. A fish.
8. A frog, or turtle.
9. A bird.
10. A mammal.

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The animal to be taken as the type under each head may be selected by the teacher and will vary with the locality. It will usually be most convenient to begin with insects in the fall and to take up birds before the spring migration and mammals later in the spring or in the winter. The order in which the other forms are studied may vary according to convenience. In the above list the crayfish and the earthworm have been placed after the insect in order to bring like forms together. Those who find difficulty in beginning with a form as small as the grasshopper may prefer to spend the first two weeks on the crayfish, but any considerable delay in taking up insects in the fall should be avoided. The other forms are arranged in the usually accepted logical order which is preferred by most teachers. If, for practical reasons, it is deemed best to depart from this order, it will be found that the idea of evolution may be taught with quite as much force from material within the individual groups as by an adherence to the so-called logical order of the groups themselves.

If time permits the teacher may profitably add to the list of types an echinoderm and a sponge, to each of which one or two class and laboratory periods may be devoted. The student's conception of the animal kingdom is thus greatly broadened.

A suitable laboratory and field equipment is assumed. Its precise character will vary with circumstances. In general the better the equipment the better the work that may be done. While it is true that a course in zoology may be given without the use of the compound microscope, in the opinion of your committee a much better course may be given by its moderate use.

As far as possible the work on each type should be begun by collecting by the students, chiefly of the type form but incidentally of as many as possible of other forms belonging to the same group. Some of the animals collected

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should be kept alive and the subsequent study should, where practicable, be made on living animals. The work on each type should include.

1. *Structure.* The structural work should consist chiefly of external morphology and the structures should be considered as adaptations. It is not intended to eliminate individual dissection, but it is thought that the amount of individual dissection may be much lessened and that internal structures may be studied in part by means of anatomical preparations made by the teacher and by means of models and charts. In connection with each system of organs the special physiology of the system should be taught and should be illustrated by experiments. Physiology should not be taught merely as an inference from structure. The physiological instruction may be profitably concentrated on two types, one invertebrate and one vertebrate, preferably the insect and the frog. By this plan physiological work on other types may be minimized.

2. *Behavior and Habits*: These should be considered in connection with the study of the structure of each type and where practicable the behavior should be studied first and the structures necessary to the behavior considered afterward. It is believed that more interest will be aroused by finding out first what the animal does and then studying the structures which it uses; but it will often be found necessary to reverse this order.

3. *Study of related forms*: It is not meant that the course should be limited to the study of the type forms, but rather that, in each group, the type form should be the basis upon which to build an acquaintance with the commoner related forms in the local fauna. The scientific names and the classification of these forms need not be taught but rather sight recognition of many forms and their common names with a reference of each to the group represented by the laboratory type. Although it is not intended that taxonomy should be taught, nevertheless indi-

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vidual students who show an aptitude for it should be provided with literature and should receive every encouragement from the teacher to carry on voluntary work in collecting and classifying animals.

4. *Ecology*: Animal ecology includes not only a study of the habits of animals referred to but also a study of the relations of animals to their environment. This branch of zoology, which must be in part carried on in the field, attempts to determine how animals maintain themselves in their environment and why animals in a given environment give place to others when the physical and other characteristics of the environment are altered. Few teachers are prepared to include this subject in their teachings, but attention should be called to the importance of the subject as a constituent part of a high school course in zoology and teachers should prepare themselves to do work of this sort. The amount of such work that may be done in elementary classes is indicated in the specific illustration which follows.

The plan recommended for laboratory and field work may be best made clear by a specific illustration. Thus the work on insects may be begun with the grasshopper with a collecting trip in which each individual student is required to bring into the laboratory as many kinds of grasshoppers as he can obtain, and together with these a certain number of insects belonging to other groups. Each student should then preserve most of the insects in his collection and after sorting them put them aside for future use. In this connection instruction may be given in methods of pinning and preserving insects and encouragement may be given the pupil to make his own collection. Many of the grasshoppers collected should be kept alive and their study now be undertaken. In this study function and structure should, as far as possible be considered in connection with one another. Thus the student may observe the ways of walking, hopping, and flying, and in connection with these may study on preserved material the structure of the legs and

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wings. At the same time he may be instructed in the class room and by the aid of models, preparations and diagrams concerning muscles and the movements produced by them. Similarly he may study the use of the mouth parts in feeding and may then observe the structure of the mouth parts in greater detail. From this he may proceed to a study of the structure of the digestive organs either from his own dissections or from preparations and charts. The teacher may then give elementary instruction concerning the process of digestion. Again observations may be made on the breathing movements to be followed by an anatomical study of the spiracles and tracheae and an exposition of the nature of respiration. Thus in all cases, so far as practicable, close correlation should be made between the work on the function and that on the structure of the various parts of the body.

The work in which the student can actually see the working of the part observed will of course have to be followed by a study of the parts whose function is not so obvious, but the same principle of correlating structure and function may be followed throughout. It is advisable that the work in which the teacher supplies most of the physiological instruction should follow that in which the pupil is able to make his own observations.

The class should next make a comparative study of the different grasshoppers collected so as to be able to distinguish the different species in a second field excursion. When a good conception has been gained of the general structure of the body and of the chief functions of its part, and when a sight recognition of the local species of grasshoppers is assured, attention may be directed to the life of grasshoppers in the field and to the adaptations shown by the various species to their conditions of existence (ecology). To give an illustration of the nature of the ecological work that may be undertaken advantageously in the high school we may cite the following observations which may easily be made

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upon the grasshoppers which occur in nearly every neighborhood. The kind of situation should be noted in which each species occurs. The students should observe the relation between these habitats and the species found in them. The instinct of the roadside grasshopper to alight in barren spots of ground and of various species of green coloration to alight on grass stems and to keep on the side opposite the observer. The instinct of other species when alighting in the grass to drop down and remain quiet next the ground. These and many other features of behavior which show a marked adaptation to particular kinds of environment can easily be observed and interpreted. If the teacher directs the attention of the students to such phenomena and by carefully planned questions leads them to make and to record observations of their own, work cannot fail to prove of interest and value. Such work, if properly planned, can be controlled as well as tasks performed in the laboratory.

When the field work on the grasshopper has been completed the class should take up the insects on the first field excursion and should become familiar with the principal groups of insects. At this point attention may be directed to the economic value of certain species. Here, again, opportunity will be afforded to stimulate individual work and the making of collections.

The same plan of work may be followed in considerable detail with the mollusca. In the case of other groups the field work may need to be considerably modified. Thus birds and mammals may not be collected but both may be studied in the field. Protozoa and hydra may be collected but are not, of course, suitable for field study. In the case of each type the plan outlined should be followed in so far as the nature of the material permits. It is believed that in the laboratory the plan is feasible in nearly every case.

Both laboratory and field work is best carried on by

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means of written or printed directions prepared by the teacher. Just before each field excursion the teacher should visit the locality selected for the field work in order to be assured that the desired material is available and that the observations outlined are feasible.

The class room instruction should co-ordinate and extend the work done in the laboratory and further interpret it. It is believed that the further work carried on in the class room may be best done by means of topics to be studied in connection with those laboratory types which best illustrate them. Thus in connection with insects protective coloring and mimickry, as well as the general subject of metamorphosis, may be enforced and illustrated. In connection with the frog the development should be studied in the laboratory and general notions of development added to those of metamorphosis. In connection with mollusca variation and the ideas of species may be enforced. Instinct and intelligence may properly be considered in connection with several of the types. Toward the end of the course time should be left for a connected presentation of the doctrine of evolution and of natural selection.

The importance of proper field and laboratory notes and drawings should be emphasized. Notes, both in field and laboratory should be made while the work is in progress, not afterward. They should be criticized by the teacher with reference to their pertinence and completeness and should be permanently preserved. Such notes may be made the basis of more careful reports which should be criticized with a reference to the arrangement of their contents, the character of their conclusions and their English. It is suggested that teachers of English will often be found willing to co-operate in the correction of such reports. Drawing is of no less importance than note taking. Drawings should be made chiefly in the laboratory and always from the specimen. It should be the object of the teacher to see that the drawings are accurate and that their details have

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meaning. Meaningless or ambiguous lines or masses of shade have no more place in a scientific drawing than meaningless words in a sentence.

Attention should also be called to the importance of local school museums. These should contain primarily representatives of the local fauna attractively displayed. Students may be referred to specimens in such a museum as they are referred to books and may use the museum as they would a library. The Michigan Academy of Sciences maintains a bureau the purpose of which is to secure for teachers and others the identification of specimens collected by them and their exchange for other specimens. Information concerning the bureau may be had from the Secretary of the Academy, Mr. George Shäfer, Agricultural College, Mich.

The following recommendations are also made:

1. That the course be put in the second high school year, rather than in the first, and that it be preceded by a course in physiography. Such an arrangement should greatly help the teaching of field ecology.

2. Each week's work should consist of two class exercises and at least two laboratory exercises. Each laboratory exercise should consist of at least two school periods, and these should if possible be the last two periods of the afternoon. By this arrangement it will be possible to use the greater part of the afternoon for field excursion.

3. Where but half a year's work is offered in zoology the teacher should select the groups to be studied. Since the groups do not require equal periods of time, the number to be studied in a half year's course will depend on the selection. It should not be less than five.

4. Where but a half year's work is offered in zoology, and where at the same time human physiology is taught the zoology should be followed at once by the physiology or the two subjects should be combined into a single course. It is believed that time will be saved by this arrangement and that interest will be added to both subjects.

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COMMERCIAL SUBJECTS.

COMMITTEE.

E. V. Robinson (Chairman), Professor of Economics, University of Minnesota.

A. L. Peters, Teacher of Commercial Branches, North High School, Columbus, Ohio.

J. Travis, Teacher of Commercial Branches, High School, Toledo, Ohio.

D. Kinley, Dean of Graduate School, Director of Courses in Commerce, Professor of Economics, University of Illinois.

H. E. Brown, Principal, High School, Rock Island, Illinois.

W. A. Scott, Director of Course in Commerce, University of Wisconsin.

H. B. Irland, Teacher, Commercial Course, Racine, Wisconsin.

J. E. Marshall, Principal, High School, Boone, Iowa.

I. A. Loos, Professor of Political Economy, State University of Iowa.

M. S. Wildman, Professor of Economics, Northwestern University.

P. B. S. Peters, Director of Business Course, Manual Training High School, Kansas City, Missouri.

G. A. Gregory, Superintendent of Schools, Crete, Nebraska.

N. M. Graham, Principal, High School, South Omaha, Nebraska.

D. T. Walker, President, Watertown Commercial College, Watertown, South Dakota.

L. W. Beers, Instructor in Commercial Subjects, Sioux Falls, South Dakota.

B. O. Aylesworth, President, State Agricultural College, Fort Collins, Colorado.

J. A. Hutchinson, Teacher of Commercial Branches, West Side High School, Denver, Colorado.

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Definitions (7 units).

Business Arithmetic (½ unit).

The object is first of all absolute accuracy, and secondly speed, in ordinary business computations. To secure these essentials, not less than half of each recitation should be devoted to mental drill on simple exercises. For the same reason, no credit whatever should be allowed on work involving any error in computation; and a rigid time limit should be set for all written work.

As to subject matter, complicated methods and obsolete subjects should be eliminated. This means cutting out about half of what the books contain. The topics to be *emphasized* are: (1) the fundamental operations with integers; (2) common fractions having as denominators 2, 3, 4, 6, 8, 12, or 16, and small decimals; (3) a few common weights and measures, but not the mass of uncommon ones, nor a mixture of denominations (e. g. no merchant sells cloth by yards, feet and inches, but by yards and fractions thereof); (4) percentage and its more important applications, especially interest and discount; (5) short methods, especially thorough drill in the use of interest and other calculation tables.

Text book, supplemented by numerous live exercises from current sources, such as stores, trade papers, etc. The methods should be planned so as to arouse and sustain interest. "The class work must touch life and breathe the spirit of business."

Elementary Bookkeeping (1 unit).

The technical business subjects, especially bookkeeping and stenography, are vocational in purpose and must therefore be taught with a view to practical mastery. This fact should suggest and control the method. For example, no credit whatever should be allowed unless the work is done neatly, accurately, and at a satisfactory rate of speed. And there should be a combination of class and individual methods of instruction to secure maximum results. In order to

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establish sound habits, it is also well to provide double periods for elementary bookkeeping, and require all work to be done in the class room under the eye of the instructor.

The first requisite is a good, clear business handwriting. Unless pupils have it, which they rarely do, they should be required to do a prescribed amount of practice writing under the supervision of the instructor.

Definitions of double entry terms, with rules for debit and credit, kinds and uses of books. Conduct of a set including the journal, cash book, sales book ledger, check book, bank pass book and trial balance book: closing of books. Single entry set: changing from single to double entry.

Text book, with exercises so arranged that no two pupils will do exactly the same work.

Advanced Bookkeeping and Business Usage (1 unit).

Thorough drill on the preparation and interpretation of standard business forms, such as bills, receipts, checks, notes, time and sight drafts, acceptances, endorsements, invoices, accounts sales, deposit tickets, warehouse receipts, express receipts, bills of lading, statements of account, balance sheets, etc.

Explanation of business symbols and abbreviations.

Bill book, invoice book, special books, loose leaf and voucher systems of bookkeeping.

Each student is to carry on a business of his own, manufacturing, banking, wholesale, retail, jobbing or commission: at first as an individual, then as a partnership, finally as a corporation, thus involving the use of several forms of accounts.

Credit on this course should mean that the school is ready to vouch for the student as one thoroughly versed in the principles and practice of bookkeeping, who lacks only actual business experience to become a competent bookkeeper.

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Business Law (½ unit).

The object of this study is not to make "every man his own lawyer," but rather to enable him to keep out of legal complications. Ignorance of the law excuses no one.

To this end, it is necessary to study the legal principles governing business relations, especially contracts, their nature, essentials, and effects; further sales, interest and usury, bills and notes, agency, partnership, corporations, real property and mortgages, liens, attachments, surety and guarantyship, bailments, common carrier, banking, fire insurance, landlord and tenant.

Text book, supplemented by some study of cases (by way of illustration), discussions, and practice in drawing legal papers such as a contract, note, bill of exchange, bill of sale, bill of lading, power of attorney, deed, mortgage, lease, notice of protest, etc.

Stenography and Typewriting (2 units).

This work is expected to occupy not less than two periods daily for two years. No credit should be given for either shorthand or typewriting if taken alone.

The "touch" method is strongly recommended in typewriting.

The object is first, accuracy, and second, speed in taking dictation and transcribing notes. Equally essential are correct spelling, capitalization, punctuation and paragraphing.

No credit should be given unless the following speed is attained: at end of first year, 75 words per minute in dictation and 25 words per minute on the machine; at end of second year, 500 words in 5 minutes in dictation, and 35 words per minute in the transcription of notes.

Thorough training should also be given in care of the machine, and in methods of copying, manifolding and filing papers.

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Business Spelling and Correspondence (½ unit).

Preliminary review of 500 common business words. Thorough drill on business correspondence including:

(1) Form of business letters, beginnings and endings, etc.

(2) Choice of words and structure of sentences with reference to clearness and brevity.

(3) Capitalization, punctuation and paragraphing.

(4) Writing and answering telegrams and advertisements.

If the pupil does not write a clear and neat business hand, he should be required to make good his deficiency, or no credit should be granted for the course.

Text book, supplemented by letters relating to the most prominent industries of the locality.

History of Commerce (½ unit).

Knowledge of the past is indispensable to an understanding of the present. The History of Commerce thus forms the natural introduction to the study of present economic conditions. It should, however, follow the usual course in Ancient, Medieval and Modern History.

The principal commodities, centers and routes of commerce in successive ages. Relation to stage of economic development, division of labor, means of transportation and communication, markets and fairs, their functions in commerce. Special attention to England and the United States; and to the growth of modern colonial empires.

Text book, supplemented by map work and assigned readings.

Economic History of England (½ unit.)

A study of English history with special reference to the causes and effects of her economic development. It should be based on some of the smaller economic histories such as Cheyney, Price, or Cunningham and McArthur.

This course, where given, will naturally follow the

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courses in general European history, and may take the place of the usual political English history.

Economic History of the United States (½ unit).

A study of American history with special attention to the economic factor. It should be based on some text book such as Wright, Coman or Bogart supplemented by collateral readings, especially in books such as Semple and Brigham on geographic influences.

This course will naturally follow the one on English history and may take the place of the usual political American history.

Materials of Commerce (½ unit).

A study of the most important food stuffs and raw materials which enter extensively into commerce, with special reference to their source, mode of preparation and principal uses.

A course supplementary to commercial geography. Text book, study of specimens and pictures, collateral reading, visits of inspection. The introduction of this subject is not recommended unless samples can be provided of at least two dozen of the chief commercial staples in various stages of preparation.

Commercial Geography (½ unit.)

As the history of commerce is concerned with the past of commerce, so commercial geography describes and seeks to explain the geographic distribution of industries and the resulting course of commerce to-day. It is "a comparative study of the nations of the world, their commercial prominence and their contest for the trade of the world."

The introductory work should cover: (1) the effect of surface, soil, climate, etc., that is, the physical factor in commerce; (2) the influence of race, religion, education, commercial policies, etc.; that is, the human factor in commerce; (3) the effect of economic forces on production and

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commerce; (4) means of transportation and communication.

Following this should come a detailed study of the United States by sections and then as a whole, with reference to physical features and climate, natural resources, population, leading industries, transportation facilities and commerce, especially foreign commerce; then a study of the outlying possessions of the United States; and finally, a survey of the other important commercial countries from the same viewpoint.

Text book, supplemented by map work and assigned readings. For purposes of illustration, samples of commercial staples, lantern slides, stereopticon pictures, etc., should be freely employed; and whenever possible, visits of inspection should be made and informal lectures secured by experts in various industries. Should be preceded by physical geography in case both physical and commercial geography are taken.

Elementary Economics (½ unit).

The study of Economics is indispensable if the business man is to understand the process in which he has a part, and the tendencies which are at work in the business world of to-day.

In the high school, it is necessary to avoid two extremes: the one, abstract theory; the other, controversial questions. While not omitting theory, emphasis should therefore be placed on historical and descriptive matter.

Text book, with collateral readings, especially on the economic history of England and the United States. In the selection of texts it is well to avoid large and difficult books intended for college classes.

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MANUAL TRAINING.

COMMITTEE.

C. M. Woodward (Chairman), Dean of School of Engineering and Architecture, Washington University, St. Louis.

F. E. Sanborn, Professor of Industrial Arts, Ohio State University.

W. E. Roberts, Supervisor of Manual Training, Cleveland, Ohio.

G. N. Carman, Director, Lewis Institute, Chicago, Illinois.

C. A. Bennett, Professor of Manual Arts, Bradley Polytechnic Institute, Peoria, Illinois.

J. D. Phillips, Professor of Drawing, University of Wisconsin.

G. F. Buxton, Director of Manual Training, Stout Institute, Menomonie, Wisconsin.

J. J. Flather, Professor of Mechanical Engineering, University of Minnesota.

G. F. Weitbrecht, Principal, Mechanic Arts High School, St. Paul, Minnesota.

A. C. Newell, Supervisor of Manual Training, West Des Moines, Iowa.

C. H. Bailey, Director of Manual Training, Iowa State Normal School, Cedar Falls, Iowa.

Holmes Smith, Professor of Drawing and the History of Art, Washington University, St. Louis, Missouri.

C. R. Richards, Professor of Mechanical Engineering, University of Nebraska.

W. M. Davidson, Superintendent of Instruction, Omaha, Nebraska.

A. A. McDonald, Superintendent of Schools, Sioux Falls, South Dakota.

V. C. Alderson, President, State School of Mines, Golden, Colorado.

C. A. Bradley, Principal, Manual Training High School, Denver, Colorado.

W. E. Hoover, Superintendent of Schools, Fargo, North Dakota.

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Definitions (12 units).

MANUAL TRAINING COMPRISES A SYSTEMATIC STUDY OF THE MANUAL ARTS, EMBRACING (1) THE MECHANIC ARTS, (SHOPWORK, DRAWING); (2) HOUSEHOLD ARTS, (SEWING, COOKING); (3) FREEHAND DRAWING AND APPLIED ARTS.

The minimum time given per year in order to count as a unit should not be less than the equivalent of 240 hours of 60 minutes. No superior limit is given, but additional hours should not receive additional credit.

Shopwork (4 units).

Every exercise which is involved in what follows should be planned and executed to illustrate an important mechanical principle or process, or a combination of such principles and processes.

The exposition of a tool and the demonstration of a process should be before the entire section of pupils conveniently seated so as to see all that the teacher does, and hear all that he says.

The shop-period of first-year boys ought not to exceed 100 minutes in length; but third and fourth-year pupils can profitably have longer, but less frequent shop-periods; however, those periods should never exceed 180 minutes.

Pupils should never be left to find out for themselves the proper ways of using a tool. The correct ways should be clearly and fully shown and explained. The use of a wrong tool, and the adoption of an illogical or unscientific procedure should at once be checked, and the error should be plainly pointed out.

Bench Work (1 unit).

(a) Fundamental tool processes: Measuring, squaring, gauging, sawing, boring, chiseling; rules for planing.

(b) Constructions involving groove joints and halving; laying out and cutting joints; use of nails, screws and glue; carving and finishing.

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(c) Making a glue joint; planing joints, gluing, clamping, surfacing, sandpapering.

(d) Construction by means of mortise-and-tenon joint; laying out duplicate parts, cutting mortise, sawing tenon, gluing and clamping, scraping, finishing.

(e) Construction involving the miter joint; planing parallel edges and sides in the construction of a miter box; rabbeting, laying out and cutting a brace.

(f) Dovetailing: laying out and cutting dovetails, planing corners, inlaying.

(g) Construction involving the use of the panel: plowing, fitting, gluing, clamping, putting on hinges, finishing.

2. *Wood-Turning and Elementary Metal-Working* (1 unit).

I. Wood-turning. Use of different kinds of wood. Care of lathe.

(a) Turning spindle, cylinder, taper, convex curve, concave curve, compound curve; turning to given dimensions, finishing and polishing in the lathe.

(b) Faceplate turning.

(c) Chuck turning; built-up stock, fitting.

II. Metal-working. Working in a variety of metals, including cast-iron, steel, brass, tin, zinc, and copper.

(a) Chipping and Filing; chipping with cold chisel and hammer; filing, testing, tool dressing.

(b) Making small tools. Drilling, filing, fitting, riveting, finishing.

(c) Construction in sheet metal; pattern cutting, bending, folding, wiring, soldering.

(d) Copper work: sawing, beating, hard soldering, repoussé, annealing, coloring with heat and chemicals, etching.

(e) Turning: Hand-tool turning, filing in lathe, polishing in lathe, thread cutting with tap and die, hardening, tempering, annealing.

(f) Spinning: cutting templet, turning form in wood to

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fit templet, spinning zinc or Britannia metal and copper, polishing, lacquering.

3. *Pattern Making, Molding and Forging* (1 unit).

The theory and use of patterns, how built, how divided and why; pattern-making, bench-molding of simple and complex patterns; theory and use of cores, construction of cores and core-prints; casting with lead and alloys.

Construction and management of the forge—fundamental processes; drawing, up-setting, bending, punching, splitting, welding, hardening; shaping steel under the hammer; tempering of different grades; the construction of chains, hooks and forge tools, and wrought-iron articles from original or selected designs; finally the manufacture of a set of standard steel lathe tools. The design and actual construction of a piece of ornamental and useful wrought-iron or steel work.

4. *Bench and Machine Metal Fitting* (1 unit).

Theory of metal-turning, centering; forms of cutting tools and tool-grinding; turning cast-iron, wrought-iron, steel, and brass; use of oil, relation of speed to heat developed; use of taps and dies; screw cutting, chuck-work, mandril and face-plate work; drilling, slotting, planing, gear-cutting, and special work on the milling machine. Having mastered the elements, each student should combine more or less of such elements in a construction, made in accordance with original or selected drawings.

Drawing (2 units).

In all pencil drawing with instruments, great care should be taken to make sharp lines with accurate intersections. Do not delay precision till ink is used.

I. (a) Straight lines; use of T-square, triangles, pencil, ruling pen, dividers, and scale. Conventional lines. Free-hand working sketches.

(b) Circles. Use of compasses, center lines, cross hatching.

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(c) Tangents. Location of centers and points of tangency.

(d) Planes of projection; elementary principles of projection; revolution of the planes of projection. Projections of simple geometric figures.

(e) Revolution of objects. "Views" of objects in simple and inclined positions.

(f) Developments: prism, cylinder, pyramid, cone.

(g) Intersections. Axes in the same plane, axes in different planes.

(h) Isometric and cabinet drawing.

(i) Freehand and mechanical lettering; placing, form, slant, spacing, stroke.

(j) Working drawings; furniture.

(k) Working drawings; machine parts.

II. (a) Mechanical perspective.

(b) Freehand drawing in perspective.

(c) Construction of conic sections and helix.

(d) Line shading.

(e) Wash drawing.

(f) Designing for metal work.

(g) Either machine or architectural drawing.

Household Arts and Science (4 units).

1. *Plain Sewing* (1 unit).

Every exercise in sewing should illustrate an important principle or process, or a simple combination of such principles and processes. Hand sewing and sewing machine work must be equally insisted upon.

(a) The various stitches and their special uses.

(b) Hand sewing, fundamental processes.

(c) The use and care of sewing machines and their attachments.

(d) The nature and special uses of cotton, linen, and woolen goods.

(e) The use of patterns; cutting out.

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(f) Taking measurements; making of simple garments.

2. *Sewing and Millinery* (1 unit).

(a) Making of shirt waists, wash-dresses, and similar garments.

(b) Millinery: Study of materials for hats; making, altering, and covering hat frames. The planning, making, and trimming of seasonable hats of appropriate materials. Throughout the course economy and good taste in dress.

Cooking (2 units).

1. Food classified and tested for food principles.

A study of the effect of heat upon foods alone and in combination; with and without water and other liquids; experiments with leavening agents, and their uses shown in actual cooking. Bread making. The theory and practice of canning and preserving fruits, vegetables, and meats. Planning, cooking, and serving meals. Waiting on table.

2. The cost of food; market prices; the cost of meals. Household accounts. The family dietary: The planning, weighing, and cooking of apportioned meals. Diets for infants, invalids, and convalescents.

Sanitation: Selection of site, house planning; heating, lighting, and ventilating; water supply; disposal of waste; furnishing and decorating; cleaning processes, including laundry work.

Freehand Drawing and Applied Arts (2 units).

Approximately one-third the time should be given to representative drawing and two-thirds to decorative composition, constructive and decorative design, construction and applied design.

(a)—*Pictorial*—Plant Study (flowers, sprays of leaves, seeds, pods, etc.)

Object study.

Landscape—Roof studies, buildings, etc.

Pose drawing.

Composition.

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(b)—*Decorative Composition*—Plant forms, object study, landscape, pose.

(c)—*Decorative Design*—Plant analysis (for the purpose of design.

Conventionalized Plant Forms.

Decorative units, borders, surfaces, corners, rosettes, posters, book-covers, etc.

Stencils—Wood-block printing.

Historic Ornament.

Arrangement of straight lines, and of straight and curved lines.

Geometric design.

Lettering—Illuminating.

Schemes for interior decoration.

(d)—*Constructive Design*—Designs for pottery, leather, metal, book-binding, furniture, cardboard construction, textiles, etc.

(e)—*Crafts*—Pottery, leather work, metal work, book-binding, furniture. (Choice of one or more of the above crafts.)

(f)—*Applied Design*—Design applied to the crafts and to cardboard, textiles, etc.

(g)—*Illustration.*

(h)—*Talks on history of industry and art,* on civic planning, domestic architecture and decoration.

(i)—*Instrumental drawing* to be given as needed to meet the requirements of practical designing and construction.

Note—Mediums used: Pencil, charcoal, water colors, crayons, brush and India ink, and a combination of the pure mediums.

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LIST OF SCHOOLS ACCREDITED BY THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

BOARD OF INSPECTORS.

AITON, G. B., State of Minnesota, Minneapolis.
BALLOU, F. W., University of Cincinnati, Cincinnati.
BREWER, T. F., University of Oklahoma, Norman.
BUTLER, NATHANIEL, University of Chicago, Chicago.
DUNIWAY, C. A., University of Montana, Missoula.
ELLIFF, J. D., University of Missouri, Columbia.
ENSIGN, F. C., State of Iowa, Iowa City.
HALL, L. J., Asst. Supt. Public Instruction, Missouri, Jefferson City.
HEYWARD, RICHARD, State of North Dakota, Grand Forks.
HOLLAND, E. O., University of Indiana, Bloomington.
HUGLEY, CHAS. B., State of Missouri, Jefferson City.
JOHNSON, W. H., University of Kansas, Lawrence.
LIBBY, WALTER, Northwestern University, Evanston.
PEARSON, F. B., Ohio State University, Columbus.
REED, A. A., University of Nebraska, Lincoln.
SWANSON, C. E., Public Instruction, Pierre, So. Dak.
TERRY, H. L., State of Wisconsin, Madison.
THOMPSON, FRANK E., University of Colorado, Boulder.
TRESSLER, A. W., University of Wisconsin, Madison.
TRETTIEN, A. W., University of So. Dakota, Vermillion.
TWISS, GEO. R., Ohio State University, Columbus.
WHITNEY, A. S., University of Michigan, Ann Arbor.
HOLLISTER, H. A., University of Illinois, Champaign.
CHAIRMAN.

Adopted March 25, 1910.

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STANDARDS OF ADMISSION.

The aim of the North Central Association of Colleges and Secondary Schools is, first, to bring about a better acquaintance, a keener sympathy and a heartier coöperation between the Colleges and Secondary Schools of this territory; secondly, to consider common educational problems and to devise best ways and means of solving them; and thirdly, to promote the physical, intellectual and moral well being of students by urging proper sanitary conditions of school buildings, adequate library and laboratory facilities, and higher standards of scholarship and of remuneration of teachers. The Association is voluntary, organized and devoted solely to the highest welfare of the boys and girls of this territory, and it bespeaks the cordial and sympathetic support of all school men.

The following constitute the standards of admission to this Association for the present year:

1. No school shall be accredited which does not require fifteen units, as defined by the Association, for graduation. More than twenty periods per week should be discouraged.

2. The minimum scholastic attainment of all high school teachers shall be equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools, including special training in the subjects they teach, although such requirements shall not be construed as retroactive.

3. The number of daily periods of class-room instruction given by any one teacher should not exceed five, each to extend over at least forty minutes in the clear. The Association advises five periods. The Board of Inspectors will reject all schools having more than six recitation periods per day for any teacher.

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4. The laboratory and library facilities shall be adequate to the needs of instruction in the subjects taught as outlined by the Association.

5. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

6. The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school are paramount factors, and therefore only schools which rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.

7. Wherever there is reasonable doubt concerning the efficiency of a school, the Association will accept that doubt as ground sufficient to justify rejection.

8. The Association will decline to consider any school whose teaching force consists of fewer than four teachers of academic subjects exclusive of the Superintendent.

9. No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. In case of schools having twelve or more teachers a complete report once in three years will be sufficient.

10. All schools whose records show an abnormal number of pupils per teacher, as based on average number belonging, even though they may technically meet all other requirements, are rejected. The Association recognizes thirty as maximum.

11. The time for which schools are accredited shall be limited to one year, dating from the time of the adoption

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of the list by the Association, provided that no school that has been on the accredited list for five or more years shall be dropped with less than one year's notice.

12. The organ of communication between the accredited schools and the Secretary of the Commission for the purpose of distributing, collecting, and filing the annual reports of such schools and for such other purposes as the Association may direct, is as follows:

a. In states having such an official, the Inspector of Schools appointed by the state university. b. In other states the Inspector of Schools appointed by state authority, or, if there be no such official, such person or persons as the Secretary of the Commission may select.

The Association is very conservative, believing that such action will eventually work to the highest interests of the schools and the Association. It aims to accredit only those schools which possess organization, teaching force, standards of scholarship, equipment, esprit de corps, etc., of such character as will unhesitatingly commend them to any educator, college or university in the North Central territory.

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ACCREDITED SCHOOLS.

Colorado

Aspen
Boulder (Colorado State Preparatory).
Canon City
Canon City: South
Colorado Springs
Cripple Creek
Delta
Denver:
  East Side
  West Side
  North Side
  South Side
  Manual Training
Durango
Fort Collins
Fort Morgan
Golden
Grand Junction
Greeley
Idaho Springs
Lamar
Leadville
Longmont
Loveland
Monte Vista
La Junta: (Otero County)
Pueblo:
  District 1
  District 20
Rocky Ford
Salida
Trinidad
Victor

Illinois

Alton
Aurora:
  East
  West
Belvidere:
  North
  South
Bloomington
Bradley Polytechnic Institute: (Peoria)
Blue Island
Cairo
Carthage
Carthage Col. Academy
Centralia
Champaign
Chicago:
  Austin
  Calumet
  Crane (Man. Tr.)
  Curtis
  Englewood
  Hyde Park
  Lake
  Lake View
  Marshall
  McKinley
  Medill
  Phillips
  South Chicago
  Tuley
  Waller
Chicago Heights (Bloom Tp.)
Clinton
Danville
Decatur
DeKalb Tp.
Des Plaines (Maine Tp.)
Dixon
Dundee

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Illinois (continued)

Duquoin Tp.
Elgin
Elgin Academy
Elmhurst Proseminar
Evanston Tp.
Evanston Academy
Ferry Hall (Lake Forest)
Francis Shimer Academy
F. W. Parker (Chicago)
Freeport
Galesburg
Galva
Geneseo
Grand Prairie Seminary (Onarga)
Granite City
Harrisburg Tp.
Harvey (Thornton Tp.)
Highland Park (Deerfield Tp.)
Hinsdale
Hoopeston
Ill. Woman's Col. Prep. Dept. (Jacksonville)
Jacksonville
Joliet Tp.
J. Sterling Morton Tp.
Kankakee
New Trier Tp.
Kenwood Institute (Chicago)
Kewanee
Lake Forest Academy
La Salle (Peru Tp.)
Lovington Tp.
Lyons Tp. (La Grange)
Macomb
Marshall
Mattoon
Maywood and Melrose Park Tp.
Moline
Monmouth
Morgan Park
Mt. Vernon Tp.
Normal
N. W. Military Academy
Oak Park Tp.
Olney
Ottawa Tp.
Pekin
Peoria
Polo
Pontiac Tp.
Princeton Tp.
Quincy
Riverside
Rochelle
Rockford
Rockford Col. Acad.
Rock Island
Savanna Tp.
St. Charles
Springfield
Sterling Tp.
Streator Tp.
Taylorville Tp.
Tuscola
Urbana
Waukegan Tp.
West Chicago
West. Ill. Nor. School, Acad. Dept. (Macomb)
Western Mil. Acad. (Upper Alton)
Wheaton
Woodstock

Indiana

Alexandria
Anderson
Angola
Attica

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Indiana (continued)

Bedford
Bloomington
Bluffton
Brazil
Columbus
Connersville
Covington
Crawfordsville
Decatur
East Chicago
Elkhart
Elwood
Evansville
Ft. Wayne
Frankfort
Franklin
Goshen
Greenfield
Hammond
Hartford City
Howe (Lima)
Huntington
Indianapolis
  Manual Training
  Shortridge
Jeffersonville
Kokomo
Lafayette
La Grange
La Porte
Lawrenceburg
Lebanon
Michigan City
Mishawaka
Mount Vernon
Muncie
New Castle
Peru
Plymouth
Rensselaer
Richmond
Rochester
Rushville
Shelbyville
Sheridan
South Bend
Sullivan
Terre Haute
Union City
Valparaiso
Wabash
Whiting

Iowa

Algona
Ames
Boone
Burlington
Carroll
Cedar Falls
Cedar Rapids
Centerville
Charles City
Cherokee
Clarinda
Clinton
Corning
Corydon
Council Bluffs
Cresco
Creston
Davenport
Decorah
Denison
Des Moines:
  East
  North
  West
Dubuque
Eagle Grove
Fort Dodge
Grinnell
Ida Grove

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Iowa (continued)

Independence
Indianola
Iowa City
Keokuk
La Mars
Manchester
Marengo
Marion
Marshalltown
Mason City
Missouri Valley
Muscatine
Newton
Osage
Onawa
Oskaloosa
Ottumwa
Red Oak
Sac City
Sheldon
Sioux City
Spencer
Villisca
Vinton
Washington
Waterloo:
  East
  West
Waverly
West Liberty

Kansas

Abilene
Arkansas City
Concordia
Emporia
Ft. Scott
Hiawatha
Holton
Hutchinson
Iola
Junction City
Kansas City
Lawrence
Leavenworth
Ottawa
Paola
Parsons
Pratt
Salina
Sumner Co. (Wellington)
Topeka
Wichita
Winfield

Michigan

Adrian
Albion
Alpena
Ann Arbor
Battle Creek
Bay City:
  East
  West
Belding
Benton Harbor
Benton Harbor Col. Inst.
Bessemer
Big Rapids
Birmingham
Cadillac
Calumet
Caro
Charlotte
Cheboygan
Chelsea
Coldwater
Crystal Falls
Detroit:
  Central
  Eastern
  Higgins
  Home and Day

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Michigan (continued)

Macmillan
University
Western
Dollar Bay
Dowagiac
Escanaba
Flint
Grand Rapids
Grand Haven
Hancock
Hastings
Hillsdale
Holland
Houghton
Howell
Ionia
Iron Mountain
Ironwood
Ishpeming
Jackson
Kalamazoo
Lake Linden
Lansing
Ludington
Manistee
Manistique
Marshall
Marquette
Menominee
Monroe
Muskegon
Mt. Clemens
Mt. Pleasant
Negaunee
Niles
Norway
Otsego
Owasso
Petoskey
Pontiac
Port Huron
Saginaw:
East
West
Sault Ste. Marie
South Haven
St. Johns
St. Joseph
Three Rivers
Traverse City
Union City
Wyandotte
Ypsilanti

Minnesota

Albert Lea
Alexandria
Anoka
Austin
Blue Earth
Canby
Cloquet
Crookston
Duluth Central
Ely
Eveleth
Fairmont
Faribault
Fergus Falls
Glencoe
Grand Rapids
Hastings
Hibbing
Hutchinson
Jackson
Lake City
Little Falls
Macalester Academy
Mankato
Marshall
Minneapolis:
Central
East

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Minnesota (continued)

North
South
West
Montevideo
Moorhead
Morris
New Ulm
Northfield
Owatonna
Red Wing
Rochester
St. Cloud
St. James
St. Paul:
Central
Cleveland
Humboldt
St. Peter
Sleepy Eye
Stillwater
Two Harbors
Virginia
Waseca
Wells
Willmar
Winona
Worthington

Missouri

Carrolton
Cartersville
Carthage
Chillicothe
Christian College
Drury College Academy (Springfield)
Fredericktown
Hannibal
Howard Payne
Kansas City:
Central
Manual Training
Westport
Kemper Military School
Kirkwood
Kidder Institute
Lamar
Lindenwood College
Manual Training School
Washington University
Maryville
Mexico
Monett
Poplar Bluff
St. Louis:
Central
McKinley
Soldan
Yeatman
Saint Joseph
Sedalia
Smith Academy (St. Louis)
Shelbina
Stephens College
Trenton
West Minster Academy
Walther College (St. Louis)
Wentworth Military Academy
Webster Groves
West Plains

Montana

Anaconda
Billings
Helena

Nebraska

Auburn
Ashland
Beatrice
Blair

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Nebraska (continued)

Brownell Hall (Omaha)
Columbus
Crete
Doane College Academy
Falls City
Fairbury
Franklin Academy
Fremont
Geneva
Grand Island
Hastings
Hastings College Academy
Hebron
Holdrege
Kearney
Lincoln
Lincoln Academy
McCook
Minden
Nebraska City
Nebraska Military Academy
Nebraska Wesleyan Academy
Norfolk
North Platte
Omaha
Pawnee City
Plattsmouth
Seward
South Omaha
Superior
Tecumseh
University Place
York

North Dakota

Cando
Devils Lake
Fargo
Grafton
Grand Forks
Jamestown
Kenmare
Minot
Valley City
Wahpeton

Ohio

Akron
Akron Buchtel Academy
Ashtabula
Athens
Bellefontaine
Bowling Green
Bryan
Bucyrus
Cambridge
Canal Dover
Canton
Chillicothe
Cincinnati:
- Franklin School
- Hughes
- Walnut Hills
- Woodward
- University School

Circleville
Cleveland
- Central
- Collinwood
- East
- Glenville
- Lincoln
- South
- West
- University School

Cleveland Heights
Columbus:
- Central
- East
- North
- South
- School for Girls

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Ohio (continued)

Conneaut
Coshocton
Dayton
Steele
St. Mary's Institute
Defiance
Delaware
Delphos
Doane Academy (Granville)
East Cleveland
East Liverpool
Eaton
Elyria
Findlay
Fostoria
Fremont
Galion
Gallipolis
Geneva
Glendale
Greenfield
Greenville
Hamilton
Hartwell
Hillsboro
Ironton
Kent
Kenton
Lakewood
Lancaster
Lima
Lockland
London
Lorain
Madisonville
Mansfield
Marietta
Marion
Martins Ferry
Marysville
Massillon
Medina
Miamisburg
Middletown
Mt. Vernon
Nelsonville
Newark
New Philadelphia
Norwood
Oberlin
Oberlin Academy
Oxford College for Women (Academy)
Painesville
Piqua
Portsmouth
Ravenna
Salem
Sandusky
Shelby
Sidney
Steubenville
St. Marys
Tiffin
Toledo
Toledo Smead School
Troy
Upper Sandusky
Urbana
Van Wert
Wapakoneta
Warren
Washington
Wauseon
Wellsville
Willoughby
Wooster
Wyoming
Xenia
Youngstown
Zanesville

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Oklahoma

Muskogee
Oklahoma City

South Dakota

Aberdeen
Brookings
Deadwood
Huron
Lead
Madison
Mitchell
Pierre
Rapid City
Redfield
Sioux Falls
Sioux Falls (All Saints)
Vermillion
Watertown
Webster
Yankton

Wisconsin

Antigo
Appleton
Ashland
Baraboo
Beaver Dam
(Wayland Academy)
Beloit
Berlin
Black River Falls
Boscobel
Burlington
Chippewa Falls
Columbus
Delavan
Eau Claire
Edgerton
Elkhorn
Evansville
Fond du Lac
Fort Atkinson
Grand Rapids
Green Bay (East)
" (West)
Hartford
Hudson
Janesville
Kaukauna
Kenosha
La Crosse
Lancaster
Madison
Madison: (Wisconsin Academy)
Manitowoc:
North
West
Marinette
Marshfield
Medford
Menasha
Menomonie
Merrill
Milwaukee
East
North
South
West
Milwaukee-Downer Seminary
Mineral Point
Monroe
Neenah
Neillsville
New London
New Richmond
Oconto
Oshkosh
Platteville
Plymouth
Portage

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Wisconsin (continued)

Racine
Racine College Grammar School
Reedsburg
Rhinelander
Ripon
River Falls
Sheboygan
South Milwaukee
Sparta
Stanley
Stevens Point
Stoughton
Sturgeon Bay
Superior:
Blaine
Nelson Dewey
Tomah
Viroqua
Washburn
Waukesha
Carroll College Academy (Waukesha)
Waupaca
Wausau
Wauwatosa
West Allis
Whitewater

Wyoming

Cheyenne

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MORNING SESSION.

Saturday, March 26, 1910.

REPORT OF AUDITING COMMITTEE.

The committee appointed to audit the treasurer's accounts made the following report:

The Auditing Committee have gone over the books and the vouchers attached to the various accounts submitted by the Treasurer and have found them correct. We have compared them with the books and find the report correct.

J. Stanley Brown,
March 26, 1910. John R. Kirk.

The report was adopted.

REPORT OF COMMITTEE ON TIME AND PLACE OF MEETING.

The Committee on Time and Place of the Next Meeting of the Association recommended that the next meeting of the Association be on March 24 and 25, 1911, in the Auditorium Hotel, Chicago. The report was presented by Dean J. F. Downey, of Minnesota, and was adopted.

REPORT OF COMMITTEE ON NOMINATION OF OFFICERS.

The Committee on Nomination of Officers for the ensuing year reported as follows:

President, Principal Geo. W. Benton, Shortridge High School, Indianapolis, Indiana; Secretary, Dean Thomas Arkle Clark, University of Illinois, Urbana, Illinois; Treasurer, Principal J. E. Armstrong, Englewood High School,

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Chicago, Illinois; Vice-Presidents, President Edward D. Eaton, Beloit College, Beloit, Wisconsin; President Homer H. Seerley, Iowa State Teachers' College, Cedar Falls, Iowa.

Members of the Executive Committee.

Principal J. Stanley Brown, High School, Joliet, Illinois; Superintendent W. A. Greeson, Grand Rapids, Michigan; Professor C. H. Judd, University of Chicago, Chicago, Illinois; Dean C. M. Woodward, Washington University, St. Louis, Missouri.

The report was approved, and the officers named were elected for the ensuing year.

Professor C. H. Judd, Chicago University, Chicago, Illinois, then presented the following paper:

THE ACCREDITING SYSTEM.

CHARLES H. JUDD.

The plan which it is the purpose of this paper to suggest to this Association is, I believe, a natural development of the work which the Association has been doing from its foundation. We have passed through a number of different systems of college admission in this country and little by little we have been achieving a more intimate relation between the high schools and the colleges. Under the oldest system of examination known by experience to many of us, there was not even an association of institutions. The single college set up its standards of admission and all comers were required to submit to the direct test of the college before being admitted to classes. This simple examination method naturally worked up to a combination of colleges. There was economy in combined examinations and greater fairness in uniform examinations. We have still existing in this country one example at least of an elaborate combination on the examination basis. I refer,

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of course, to the Middle States and Maryland Board of Examiners. This type of combination for the conduct of examinations has the inherent weakness that the examination method itself is distinctly unsatisfactory, and it does little to promote an intimate relation between colleges and high schools. If we need any evidence that the examination plan is defective we have this evidence in the recent action of the institution which has been the recognized leader in the Middle States and Maryland Examination Board.

Columbia University recently appointed an administrative officer whose function it is to re-open the question of admission in the case of every candidate who is presented on the basis of the examinations conducted by the Middle States and Maryland Board. This Columbia officer collects in addition to the results of the examination, information regarding the high school work of the candidate and an account of his personal characteristics. If the high school work of the candidate does not agree in character with the results of the examination, the Columbia admission officer is competent to neglect the results of the examination. He may finally decide that a personal interview with the candidate is necessary and may require such a personal interview before admitting the student to the university. There is, I repeat, in this radical change in the method of admitting students to Columbia, clear evidence that admission by examinations which has heretofore been the accepted mode of admission in that institution is recognized as requiring radical modifications.

There can be no doubt that there are very great advantages in the more comprehensive forms of organization which promote intimate contact between the high schools and colleges. There are two general systems by which contact between colleges and high schools has been cultivated. One of these has its best expression in the union of some of the smaller New England colleges. I dare say all of you

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are familiar with the certification system of this group of colleges. They grant for a brief term to high school principals the right to certificate students to the colleges included in the association. If the students who come from an accepted high school are not successful in their college work the right of certification is withdrawn from the principal. This system operates very well and keeps the principals constantly alive to the obligation of seeing that poor students are not offered for admission. The relationship under this system is, however, not sufficiently comprehensive to make it possible for the colleges and the high schools to develop together. A high school is criticised chiefly when its students fail and especially when they fail signally. There is no constant discussion of standards in detail, and there is no adequate recognition of the cases in which no complaint can arise. Our own system of inspecting high schools has certain advantages over the New England plan. It brings some officer of the college into intimate relation with many of the high schools. Suggestions can be offered by the inspector relating to all of the different phases of work in the high school.

Yet I believe there is ground for criticism of our system, because it does not go far enough. I shall venture to express the defects which I see in our system by calling attention to the fact that any inspectorial system is likely to be deficient because it lacks in complete objectivity of standards. An inspector goes to a school and approves it. The approval is gratifying, but what of it? Likewise the inspector comes and condemns. His criticism is just so convincing as his personality. If he has to resort to technicalities, if people do not believe that he knows as much as the principal in charge, it is extremely difficult to give objectivity to the cricisism. The fact is we need in all of our school work more standards that can be detached from anyone's say so. We need to develop our judgments of high school work so that these matters may be put in

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such form that people will have confidence in our standards.

The plan which I have to suggest would support our present system by giving to inspectors the kind of evidence which they need in order to make their judgments distinctly more objective than they are at the present time.

Finally, I think we shall all agree that the current systems are one and all irritatingly deficient because they fail to develop reciprocal relations. High schools have been subjected for long generations to supervision until finally they are asking with great point for the credentials of the colleges to justify the assumption of supervisory rights. There is many a good high school within easy reach of this meeting that can surpass, in facilities for educational work, in pedagogical effectiveness, and in public service, many so-called colleges. If we cannot devise a plan whereby these high schools can get from this association as much as the colleges, we shall break our rope of sand. It is a fact which we may as well face, that the strong high schools care very little for our judgments now because these judgments are not full or convincing. The high schools will care increasingly less if those judgments continue to be based exclusively on opinion. Reciprocity of relation and objectivity of judgment are the ends for which I make a plea.

The value of our system of inspection rests upon the fact that the inspector is a medium of communication between institutions. It cannot be overlooked that commerce between these institutions is very much more vigorous through the students than it can ever be through inspectors, and if the facts now at hand regarding our students were properly utilized we should be able to estimate each other very much more accurately. A student goes to a high school and his work and character become well known to the principal of the school. He goes to a college and the new instructors again become acquainted with his intellect-

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ual and moral personality. Each institution makes a study of this same student. How wasteful it is that we do not compare students more completely, and thus measure ourselves by our judgment of them. It would require very little study of our respective judgments of the same student body to make us clearly aware of our likenesses and our differences. Thus, suppose it is found that the students who stand very well in the high school take the same relative position in the university to which they pass. Suppose it is found, further, that the students who are mediocre in the high school occupy a similar grade in the university; and finally, suppose that the parallelism holds throughout, and the students who were poor in high school continue to rank at about the same level in the university. Such a complete parallelism in the standing of the students in a high school and in a college would indicate that the standards of treatment in the two institutions are practically the same. If, on the other hand, it should be found that the students from a given high school who come to college with a high school record of good grades are immediately ranked in the middle or the lower half of the university class, and if this falling off in relative position in the class shows itself to be the regular result of transition from the high school to that particular university, there would be clear evidence in this lack of harmony in the rating of the students that the high school and the university in question are not adopting the same standards of grading. Please note that I am not asserting on the basis of this supposition that the university is infallible and that its rating of the high school students is more justifiable than that of the high school. I am simply calling attention to the fact that any marked disparity in the rating of the students in a given high school and in a given university shows a lack of uniformity in the two institutions in the standards which they adopt.

I assume that the other devices which we now employ

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in admitting students to college are nothing more nor less than efforts to ascertain the kind of standards which has been set up in the high school in terms of the requirements of some college. I assume that an entrance examination conducted by a university in a given high school is an effort to determine how far the students in this high school are qualified to meet the demands of the university. I assume also that the visit of the high school inspector to a given institution is an effort to determine the standards of that high school in terms of the judgment of a given inspector. If, now, instead of depending upon these brief inspections or upon a single examination set at the end of the course, we could have from every high school and every university in this association a clear statement of the way in which students are graded in all their courses in these institutions, we should have a valuable body of comparative information which would show the variation among our colleges, as well as the variation among the high schools. Let me give an example which will illustrate what I mean. A principal with whom I discussed this matter made the statement that he knew institutions of college rank to which students from his high school could go with the safe assurance that they could take passing rank in these colleges even though they had stood very low in his high school. Here is an individual case of a principal who has a sufficient degree of acquaintance with colleges to judge something of the standard of the colleges in terms of the standard of his own high school. Why should not information with regard to the standards of colleges and universities be as accessible as our present supposed knowledge of the standards of high schools? If the colleges of this association find it necessary in the formulation of their plans of work to become acquainted with the standards which high schools undertake to maintain, it certainly would be equally valuable and suggestive for the high schools to know what is done by the colleges.

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I should not want to be understood as asserting that high schools and universities have failed entirely to interchange convictions of the matter of standards, but I should be willing to go far in defending the statement that there has been more discussion of a vague sort than is wise and less discussion of impersonal standards than is desirable. Let me take a concrete illustration of what I mean by this statement. Many of the high schools have been stating that they could do better work if they were allowed freedom to formulate their courses of study without reference to the existing demands in universities. Thus they tell us that they would drop some of the modern languages which they now attempt to carry, or they would drop some of the mathematics or Latin requirements. Some of these high schools have been asserting very freely that the students who issue from them are equally well qualified with the students who come from the high schools which carry out the full program of preparation required by the ordinary college. Suppose that we should get together the material which would make possible an impersonal and impartial comparison of the grade of work done by all of the different students who go to college, some of whom are qualified to meet the full requirements in languages, some of whom are not. Suppose we could trace the work of these students through their later college courses and could determine the relative ranks taken in the higher institutions by the different classes. We should then be in a position to discuss the whole matter on grounds much safer than the judgment of the colleges which defend the assertion that these subjects are important for the proper qualifications of students; we should not have to speculate with regard to the work of students qualified through different sets of entrance requirements; we should have a body of material of scientific value collected from a sufficiently wide range of institutions to justify a final conclusion.

As a matter of fact we are forcing each other into all

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sorts of vague compromises just because no one has facts. Who knows regarding this particular matter of language whether we are slavishly following traditions or fighting for a real good? Who knows whether the conservatives or the radicals are right? What is more, who can know under existing conditions? Personally, I am not in favor of all of the traditions which are stoutly maintained, but I wish to say with equal emphasis that I am not in favor of adopting radical suggestions just because they are offered with persistence.

We are fortunate in having some very good examples of such scientific investigations now in hand. My good colleague, Professor Dearborn, prepared while he was at the University of Wisconsin some very striking studies of the relation of schools in the state to the University. The results of these studies are published by the University of Wisconsin in two bulletins. The first shows that with few exceptions students maintain in college the same relative rank that they maintain later in the University. The second calls attention to the many variations in the grading of students which appear under different teachers and in different subjects. These studies seem to me epoch making. Yet no single student, no single institution can work out the problem. Hence, I come to this association to suggest that this association consider the desirability of forming a central committee which shall receive reports from all of the high schools and all of the universities that are connected with the association.

These reports should not be in the usual form giving merely the percentages of students in different subjects, but should be in such a form as to indicate also where the student stands in the class in which he does his work in the institutions which report him. Thus, a boy who has left the high school with a standing of 84 per cent in Latin cannot be intelligently placed by an inspection of this percentage work. Eighty-four per cent in one high school may

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be the equivalent of 75 per cent in another high school, or the equivalent of 94 per cent in a third institution. The mere statement that the boy is 84 in his mark does not signify very much. If, on the other hand, it could be stated of this boy that in a class of 100 he stood at 84 per cent and was in a position sixteenth from the head we should then have a fairly definite notion of what would be meant by the mark reported in his case. If now we follow this boy in his college work and find that when he elects Latin he is able to maintain a rating in the college class such that he stands in the first fifth of the class, we should have good reason to state that the standard of work in Latin in the two institutions which he attended is about the same. If, on the other hand, our candidate who stood in the first fifth of the class in the high school suddenly drops to the third or fourth fifth of the class on entering college, we should then recognize in his change in relative position the fact that the high school and university had a different standard. It would require a little work on the part of universities and colleges to formulate their reports of students in such a way as to indicate relative position in the class, but this relative position is the only possible basis on which to make complete comparisons and if the information could be collected for all of the institutions attended by the boys and girls in whom this association is interested, we should have an instrument of standardization the like of which has never been evolved. If the various institutions reporting to the central committee which I have suggested would prepare their statements with regard to students in such a way as to indicate relative position, then the central committee could very easily compile the statistics with regard to any given high school, with regard to any given college, and with regard to students of any particular class.

The plan of such a central committee as this would in no wise interfere with the intimate direct relations which are

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established between many institutions and the high schools affiliated with them. It is entirely proper that an institution should send its representative to a high school and should so far as possible give encouragement to the high school and receive the benefits of patronage which result from such a visit. But I think there can be no question that all who have been involved in such relations as these will recognize the fact that the visit of an inspector very frequently fails to reveal the actual character of the relation between a high school and a university. If the inspector is optimistic we may have a meaningless series of compliments upon the work of the school. Even though these may be entirely justified, they would have a more general objective validity if they were based upon a complete record of the subsequent work of the students who graduated from this high school. Criticism of high schools very frequently takes at the present time the form of a more or less personal objection on the part of the inspector. With the plan which I have suggested information could be forwarded to a given high school indicating that the work in a single department or in a group of departments is not such as to qualify students for later successful work in the universities to which these students were admitted. Again there would be an objectivity and stability to these facts which would be very much greater than can by any means attach to the criticism of a single inspector.

Thus far I have attempted to indicate some of the obvious practical advantages of the type of information which I have advocated that this association collect. I wish to draw attention for a moment to the significance of such information beyond the mere help that it would give in determining admission to colleges of individual students. The institutions in this association must begin to collect definite scientific information with regard to their own student body if we are to have any progress in secondary education and in college education which will justify us

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in saying that we have reduced our educational organization to anything like a scientific basis. We would not allow any agricultural experiment to go forward in this part of the country with as little centralized information about its results as we have regarding the results in education. We have long since seen that agriculture is a matter that concerns all of the people to such an extent that any large experiment in the cultivation of any plant or animal is worthy of the attention of scientific experts, and by scientific experts we do not any longer mean isolated individuals who are working upon some single problem. We have made it a matter of public concern that definite information be brought to us of the success or failure of our methods and their measured results. So far as the institutional interests of many of us are concerned this scientific aspect of the subject is of much greater importance than the mere facilitation of college entrance. Admission to college might doubtless go on for a long time in the form in which it is now organized. There are institutions that will admit anybody who applies for admission. The time has passed when anything like a high degree of intellectual attainment is required for continuation in our high schools. The result is that practically any boy or girl who wants to go to college can secure admission somewhere. So long as this is the case it is not likely to be true that institutions will draw any sharp lines of college admission or will attempt to maintain standards which exclude the mediocre student. A study of one of the large high schools of the city of Chicago in its relations to our University shows that students go to college from every level of scholarship above the passing mark. There are some who are high and some who are low. This is merely the concrete manifestation of the well-known fact that in this age every kind of boy and girl has access to a higher education. The traditional exclusiveness of the colleges is a thing of the past. Our colleges are as cosmopolitan as our social life. What is the

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duty of the high school to the college under such circumstances? It is certainly not to send merely the selected few who take high rank. The duty of the high school is to report accurately just where the student stands, be it high or low. It is equally the obligation of the college to report back what it has been able to do with the various students sent up by the high schools. Some find themselves and improve. Some are forced out, some are forced down in the more general competition of college work. All these facts regarding college work are of the highest significance to high schools and to the colleges themselves.

I cannot refrain from calling attention to the fact that if this association would work out this problem, it would furnish a formula which could be used by high schools in their relations to elementary schools. Any institution which takes students from any other institution could make a very genuine contribution to education by comparing its different students with reference to their preparation and achievements in the later schools.

If the arguments which have been presented for an extension of our present lines of work in this Association have in any degree secured your assent, I trust that you may find it expedient to give this comparison of grading systems a study through a committee. It would probably be overhasty to do more than appoint a committee to prepare a detailed report on such material as may be collected during a year. Such a committee could work to great advantage under the sanction of this Association, and could then recommend a central bureau or other means of perfecting the plan in the light of fuller experience than we now have.

PRESIDENT A. ROSS HILL'S DISCUSSION.

The discussion of Professor Judd's paper was led by President A. Ross Hill, of the University of Missouri, Columbia, Mo., as follows:

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MR. PRESIDENT AND GENTLEMEN: I am very glad to be able to point out, at the outset, so many things in the paper that has just been presented with which I can agree. As the speaker has said, he has proposed nothing revolutionary. I shall go further and say that he has proposed, for the most part, methods of procedure that are already, to a certain extent, in operation, and what is needed is greater perfection of them in order to carry out more in detail the principles laid down.

I heartily agree with him at the outset in his criticism of the old system of entrance examinations. Enough has been said about that. I suppose we are thoroughly converted to that idea of entrance on certificate in the Middle West, and it is unnecessary to discuss it further.

As to the accrediting system in vogue at the Eastern colleges, I became somewhat familiar with that while Dean at Cornell. It is not a satisfactory system, as I have observed. One or two students from a school in one year may make poor records and when the report goes back to the school the response is made, "You have ruined those boys since they got into college," and there is no answer that can very well be made to that criticism. So that the accrediting of schools based entirely upon the records made by the students after they enter college does not seem to be adequate. It lacks, as Professor Judd has pointed out, all contact except at the bottom of the list and also lacks the personal relation and reciprocity.

Now, as to his criticism upon our system of accrediting schools by inspection, it certainly is true that it lacks a completely objective standard, but it is pretty hard to get a system which gives that objective standard, by inspection or otherwise. We must expect that individuals will differ in their judgments, and it needs supplementing rather than abolition. I suppose it must be recognized at once that no inspector will be infallible; but certainly a man who gives his

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whole time to the work, who is himself an experienced secondary school man, must come to have standards about as objective as we could get from any one individual and much more objective and accurate than we could hope to get from an inspection by a large number of faculty men, as has been the custom in some institutions.

He criticises the present system for its failure to develop reciprocity of relationship between schools and colleges. In this point I cannot agree with the paper. It seems to me that the system of inspection has brought about a greater reciprocity of relationship between the two types of institutions. The inspector, being himself a secondary school man and yet being familiar with the standards, ideas, and purposes of the college faculty, has been able to bring these two classes of institutions into greater co-operation and greater sympathy of relationship than any system that has yet been devised. The personal touch of this system is a great point in favor of its reciprocity. I believe that wherever the high school inspector is fitted for the functions assigned him he is looked upon by the secondary school-teachers as a visitor rather than an inspector—one who is able to inspire, and to help, and to make suggestions. If that is not reciprocity, I fail to understand what would be. On that criticism, then, I cannot agree.

Coming to his definite suggestions, I note first the following: The desirability of comparing the records of students in high school and college. I wish most heartily to endorse that. I believe you will pardon my referring to Missouri. He has referred to Wisconsin. I may say that we are virtually doing this now. In the first place, we do not accept students from the bottom of the class, and it is my impression that many of the state universities and many of the other institutions in the Middle West are requiring not only graduation from the accredited school, but also a recommendation from the school principal to the effect that this person be admitted to college. So that I think

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it is a common practice—I may be mistaken on that; I know it is the practice with us—that students who simply pass are not considered as candidates for college, and the high school men themselves do not so regard them. Every report on the students entering college has attached to it a recommendation by the principal concerned, and, if for local reasons some students are graduated who are not supposed to have sufficient intellectual interest to lead them to pursue college courses, they are not accepted.

Furthermore, I should like to point out that this securing of greater knowledge on the part of the university or college as to the grade made by the student in the high school can be managed very simply by our demanding a little more in the report. It may be that the high school men will object, but I certainly see no objection likely to come from the college men in regard to this particular point. We should be glad to have greater details furnished in the reports upon incoming students.

I had supposed that many of the institutions did send back reports to the high schools on the work done by their graduates. In the University of Missouri we keep a careful record of the students for two years after coming to college. We tabulate these records, keeping a card catalogue, under the high schools from which they came, and we report every year, if not every semester. I think it is every semester we report to the accredited high schools the records made by their graduates, so that the high school teacher does have at his command the record made by the student in college, and he is able to compare it. We do not have as full a record of what the student has done before coming to us as we should like to have.

As to the adoption of a common system of marking, which is next suggested, I think it would help us; but will the high school men use this or regard it as more domination from the college? Is that the plea we shall hear if we ask for it? I prefer it to come from the high

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school men. In Missouri our students are not graded by letters A, B, C, or on the old percentage basis, but, having adopted the probability curve, we divide them into five grades. We take medium as the standard and define the medium grade as including 50 per cent of the students in a class so large as to exclude accidental variations. That gives our standard of work. Then we grade those just above that as superior students, and the very superior students as excellent. Then below medium we have the inferior class and finally the failures. We send the records out in that form to our high schools and some of the high schools have adopted the system. We have not asked them to adopt it, and we should not care to ask them, but it is a simple system and, so far as adopted, we can easily keep the record of the student in college compared with what he did in the high school, and the high school man can compare the record.

The main point, therefore, I see in the paper comes at the close, the suggestion of the appointment of a committee of this Association that shall seek to organize this system of reciprocity more definitely and in greater detail throughout the institutions in the Middle West. I can see some advantage in the plan of work along the line Mr. Judd has brought up for its scientific value in the study of educational problems, and I see in it a further advantage, that it would give this Association something to do. Associations of this sort need new problems occasionally, and it has occurred to me, for the last three or four years, that the time had about come when this Association would be stimulated by having some new problems of a strictly educational sort —somewhat less mechanical, perhaps, than some of the problems we have had to study—thrust upon it for solution. I think the appointment of such a committee would have that effect.

In conclusion, therefore, I wish to say that I agree very

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heartily in the main with the suggestions made in the paper by Mr. Judd. It looks to a better organization and to a greater detail in the relations between the standards obtained by students in the high school and college; therefore to better articulation and closer sympathy between the two types of institutions.

The discussion was further continued.

DIRECTOR CARMAN: I think we ought to congratulate ourselves as an Association that this matter has been put before us this morning as it has been by Professor Judd and President Hill. It surpises me that a man can come from Connecticut with such advanced and sensible views on this question of the relation of colleges and secondary schools, for my experience with the wise men of the East has not led me to look for anything of the sort. The assumption that the teachers in high schools are very fallible in their judgment, while the teacher in college never yet has made a mistake is all too common. It is to be hoped that a comparison of pupils' college rating with their high school rating may serve as a salutary check on instructors in college, as well as on teachers in the secondary school.

PROFESSOR E. V. ROBINSON: There is one point about this matter I do not think has been mentioned that might be worthy of a moment's consideration, looking at the matter from the viewpoint of a college. The tendency is to assume, all the time, that preparation for college is the primary purpose of the secondary school, and consequently that anybody who has finished the course in the secondary school ought to be prepared for college. I take it that that is a fundamental fallacy; that preparation for college is only an incidental purpose of the secondary school, and that we can get the true facts by comparison of the situation in college. What proportion of those who take the bachelor's degree in college are qualified to go on and take a doctor of philosophy degree? What proportion would be

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recommended by the instructors in colleges for that purpose? I dare say it would vary in different places, but the proportion of those who properly are graduated in high school who ought to go on to college is no larger than those who take the bachelor's degree who ought to go on and take the degree of doctor of philosophy. At every educational stage there are a number who have reached their limit, either for intellectual or financial reasons, whatever that may be, and are going to stop at that point. To assume that everybody who has finished the secondary school ought to be prepared to go into a college it seems to me is a fundamental fallacy. Furthermore, I think it is general that secondary men—I can speak from both sides of this question, because I have had experience in both fields—realize very keenly that students whom they would never recommend for college are admitted to college under this plan of admitting on diploma. The thing is fundamentally wrong, and until the universities will recognize that fact and recognize that graduation from high school is not a proper preparation in and of itself for admission to college, but that high school graduates must be graded, and that only those who have reached a certain standard ought to be recommended or accepted in the college, I think we shall have continual misunderstanding. The colleges will say to the secondary schools that they are not giving satisfactory preparation, and the schools will think, if they do not say, that the colleges do not know satisfactory preparation when they see it. It seems to me that it is very simple and it is already being applied in part as has been suggested.

PRESIDENT R. W. COOPER: I would like very much to see this motion put and carried. I have a hesitation or two, however, concerning it. I doubt if the Association is ready to carry on the investigation that has been proposed. Wisconsin has been doing the work. Chicago University is now doing the work. Perhaps in another year we could get reports from several universities and from several places

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where the work is being done and could get an account of the results. My impression is that all of our college faculties need close training in how to mark. That is not a necessary part of this scheme, but I think it would be a necessary part before we were through. The fault of marking is not so much with the teachers of the secondary schools as it is with the colleges and universities of the country. It is a notorious fact that the best teachers of the country are in the secondary schools. Why, I supposed and assumed that that had been assumed for ten years all over the United States. We were very frank to say that in New England fifteen years ago, and the college men were usually very frank to admit it. Perhaps it is not so much so all over the country now as it was some ten or fifteen years ago. Frankly, I have been a teacher in a secondary school, I have also been a college professor, and I happen now to be a college president. I am speaking now from experience myself, and my observation is, and has been all the way through, that the most careful teaching work, the great work done in teaching in the class room at present is and has been for fifteen years in the secondary schools that could maintain excellent faculties; there the work has been done.

Our college faculties are exceedingly cranky sometimes in the matter of marking. I am not now referring to any college that I myself happen to know. I am referring to a number that I happen to know. One of the presidents, a most prominent president of a university at the present hour, whose name has been very widely scattered over the country in the last five or six years, was himself a college professor once and frankly said, when it came to marking, "This is a purely arbitrary matter, and I think one arbitrary method is just as good as another, and I have adopted this scheme," and he adopted a scheme which was purely arbitrary. He was a very attractive class room professor. I do not think there was a more attractive class room professor in the country than the man I refer to. A very great

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scholar is not necessarily a good educator, and yet many of our colleges and universities would not think for a moment of parting with those great scholars in the class room. We want them there. I can refer to a dozen who are not good markers at all. They do not rate anywhere. They rate according to pure caprice entirely. Their judgment on that matter is altogether wrong. I question, therefore, as to whether any basis of comparison which we may get which Dr. Judd has referred to would bring us any immediate results that would serve as a guide for grading schools. It would finally put this matter upon a scientific basis absolutely and I am in favor of it for that reason. I understood that Professor Dearborn had tried it. The University of Wisconsin and now the University of Chicago, and, according to President Hill's report, the University of Missouri, are leading out in this section of the country in a way that we all ought to follow. I am ready to link hands with anyone in Iowa or in Minnesota or in Wisconsin to try to bring about a marking system and an accrediting system on a purely scientific basis, but I am not ready to admit that we shall have attained heaven when we get there; for a scientific basis is not, after all, the only basis for accrediting schools and colleges or for bringing them together. We shall have difficulty still.

There is a very great change, for instance, in the development of students, and with this one statement I will close. It is a very ordinary experience that a young lady, for instance, will take a very high mark in such a subject as English literature when she is a sophomore as compared with a boy, taking perhaps a grade of ten above him when they are both sophomores, and when they are seniors the boy may be ahead of her. I am not sure that other men have had that experience, but surely that is my experience. I sent two boys, when I was in the secondary school, to a university. One of them, in the department of English, had to take first rank. He was then far ahead of the other boy.

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My prophecy to that college was that the second boy, who was awkward, who worked hard to get English and could not get it; and to give utterance, and could not give utterance, would be ahead of the first boy before he was a sophomore in college. He took the lead the first year in college and by the time they were seniors the second boy was out of sight of the first boy, and yet the first boy in the secondary school was far ahead of the second. With all these things which have to be taken into consideration, I question whether we, as an Association, are ready to go ahead. If some means could be devised by which we could get this material rapidly into the hands of a committee who could handle it for us, I should be ready to move forward with cheers upon this scheme.

PRINCIPAL GEORGE R. SWAIN: Mr. President, in order to have any system of measurement you must have a uniform standard to start with. It seems to me a part of this discussion has assumed that the subject matter is invariable; that is, that there is no radical change in the mental development in students between high school and college. I doubt if these speakers will want to take that as a groundwork statement. I would like to put this sort of question, to be thrown in here for consideration, at least. The gentleman that spoke just now said there were a large number of students graduated from high schools who were not qualified to go to college. I would like to ask this question: If a student is graduated from a high school of the grade we have here in the Middle West and his preparation includes the units required for colleges, if he has made the standard now required for graduation in our high schools, ought he not to be allowed a trial in college? In other words, in the subjects which we deem necessary for entrance requirements, should we require any higher standard than we do for graduation in our own schools? I know there is widely different practice, and I know a great many Michigan

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schools require a higher standard for college than for graduation. It has not been the practice in my own school for ten years. Here is just one illustration that makes me think there is a point of danger in that. I had some years ago two students graduate. One was an average student, good in mathematics. The other was distinctly poor. He had been in the lowest fifth. Both those boys were at work for a year getting money, and they wanted to go to the School of Mines at Houghton. They have an ironclad course. There is a lot of mathematics in it. If in my school I had required a higher standard than for graduation the boy who got there would never have got there. We did not happen to be on the accredited list of the Michigan School of Mines, because the question had not come up. I wrote very frankly to the president and gave him all the records and standing of the boys. He said he would take the boys on trial. At the end of the year I wrote him what about it? He said, "Those two boys have made such good results here we will take anybody you want to send us." There was a boy who would have been barred if we had had a higher standard than fifty.

PROFESSOR ROBINSON: I would like to ask if the same thing might not have happened with any standard that could be set up. If you have a standard of seventy-five for graduation and certificate, the same thing might happen. The boy might wake up, get over the state of mind in which we was not willing to work, and get into a state of mind where he was ready to work.

I might add that Minnesota has adopted a plan which calls for three grades on the records, and the record in every semester of every subject must be higher than grade 3; that is, it must be grade 1 or grade 2 or else the college makes entrance conditions, and they are not admitted with more than three entrance conditions.

MISS S. A. JUDD: I would like to ask if the prohibition

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to enter a high school is equivalent to the failure to recognize work done in a lower school. It seems to me not. We may refuse the boy a diploma in the high school, but what he has learned with us is his, whether he has concealed it or not; but if we refuse him to go further we may have hurt him. There is a young man in one of the leading universities of the United States. He is not teaching. He is past the teaching now. He is doing research work. His writings are translated and used in European universities. I had the pleasure of teaching that little boy and he was in the lowest quarter of our school. I do not believe that we marked him unfairly for what he showed. If he had been refused by the great university to which he went because he was in the lowest fifth of our school, there would have been considerable lost.

It has been remarked twice here this morning that all people are not uniform in the time it takes for growth. A castor bean is a beautiful thing. At the end of four months it is far more beautiful than a palm.

You remember Mr. Garrison, I think, most of you. Many years ago there was a little boy whose teacher in the highest grammar grade said that he was a failure, did not recommend him for the high school. You know Mr. Garrison. He gave the boy a chance. He was to leave school at the end of the first month if he did not succeed. At the end of the first year he ranked one. He was a success through his whole course. His grammar school principal was a woman of justice and discrimination. Whether the boy changed or the teacher failed to see, no one knows. But you cannot judge at one period what a person will do at another, and isn't it well, when we make our plans, to be careful that we do not shut out from further advancement those who do not appear to have done their best?

PROFESSOR JUDD: Mr. President, ladies and gentlemen: I have from Professor Elliott this comment which I am

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very glad indeed to pass on, that there are some copies of Professor Dearborn's report to be had, if anyone will write to the University of Wisconsin and particularly to Professor Elliott there.

President Hill called attention to the fact that a good many institutions are making these reports back to high schools now. I think that is a very great step in advance, but I should like to raise this question: In addition to providing that the material be sent back to the high school, why not collect it? It is of very great value not only to the particular high school to which it is returned, but also to us in making a study in general of the high school situation. My suggestion was that it would be valuable to collect that material as well as to prepare it, and especially if it is prepared at a number of centers and collected at some central point it will be of great value.

What is the meaning of the variation in type of rating? I think it was Professor Carman who called attention to the fact that there might be a difference between larger and smaller high schools. There is valuable information that would come out of the comparison of standard. It is not contended that the rating ought to follow the same line, but the definition of the various standards would be clarified by making perfectly clear what is done. There is no suggestion that we make in all cases a radical change. There is here the suggestion that we understand our general practice. If you have a person who marks erratically, what do you do with him? In your situation you can gauge that instructor instantly. Simply make a chart of his marks. Let him see what he does. I know a school where a certain department prides itself on low marks. All you have to do is to get that department together and show them that in the distribution of their marks they do just as all the rest do; they simply start at a different point. If you have a mathematician who marks erratically he can be appealed to by this sort of statement, and you have a basis

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for discussion with that man, if you can show him the comparison of his curve of marks with other people's marks. When you have an erratic marker the way to curb him is not to go to him and attack him generally, but to show him what he is doing in comparison with others. You cannot persuade him by reference merely to your own institution, because he is very likely to say that his subject is different from other people's, but if we had a central fund of information you could show him what other people did with that subject.

The statement has been repeatedly made here that boys wake up at a certain time, that there are great changes in the character of their development. Before Mr. Dearborn's paper appeared I suppose there would have been a great many people who would say that there would be no comparison between the school and college rating, but we know now that there are very few radical changes. The average case is where there is no radical change in the student all the way through. The definite determination of the number of these radical changes would be of immense value to us. We have no way now of determining what their number is.

The question has been raised whether it would not be barring the entrance to college. Why not be frank about that? The lower end of the class is not lopped off. As a matter of fact the lower end of the class can get entrance to plenty of first-class colleges, and there is no use mincing matters at all. And you never will know anything about how boys succeed there until you have given every boy who goes to school his proper position. As long as you talk merely about this boy or girl who goes to college you will neither know anything about him nor about the rest of the school, but if you take all the boys and girls who do go to college, and compare them in terms of the group, then you have some facts, facts in such a relation that you can talk

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about those who go to college and those who do not go to college.

And you have a very nice question of study there, the question of elimination, that is, elimination from the school. It is not the poor pupils at all from the intellectual view. Some of the best people go away from our early grades.

My plea is for a study of what now exists. It is not even for a reform for the marking system. If there is anybody who will not reform his marking system I say send it to a central committee. The committee could easily turn it into ordinary units. My suggestion was that the work could be much simplified. If everybody would do his work right and would get the matter partially adjusted, the central committee would have comparatively very little to do.

The question is asked whether it is advisable for the Association to take up the matter and commit itself to it. I did not suppose the Association would say this is the very thing to do next year. I had hoped, however, that the Association might give its sanction so that the collection of material would be somewhat facilitated. The collection of material will never be made easy; I have no illusions on that matter. I merely had in mind the sanction of the Association and the possible co-operation of at least a considerable body of the high school or college representation in this Association in some effort to push along this investigation.

It was voted that the matter of appointing such a committee be referred to the commission with authority to act as its judgment should direct.

In bringing the session to a close, President Woodward said:

The time for closing this very interesting meeting has arrived, and this is the close of the Association for the

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present session. I wish to thank the members for their promptness and for their concentrated interest upon the matters presented to them. It has been, it seems to me, a very successful meeting yesterday and this morning. I have now the pleasure of turning over the responsibilities of the President to my successor. Will Mr. Benton come forward?

Mr. Benton, I congratulate you and I welcome you to this chair—although I am going to hold it for the rest of the day, but that will be your chair the next time. I wish to introduce the new President.

MR. BENTON: Mr. President, ladies and gentlemen, I must say that I am greatly surprised, because Mr. Bliss a few moments ago came in and said, "Are you ready to hear that the lightning is going to strike?" I told him, "Well, I want to congratulate you." I thought all the while he was the man. I did not know until this moment that I had been elected President of this Association. You can see that I am somewhat embarassed. I suppose my wife would like to see me on such an occasion, because she swears I never have been. I am sure the responsibility which I feel in connection with this matter is very great. I want to thank you very much for your confidence, and shall endeavor to carry out your wishes in every respect.

I thank you very much.

The Association then adjourned.

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LIST OF MEMBERS.

INSTITUTIONS.

(c. m. means Charter Members.)

OHIO.

Case School of Applied Science, '08, Cleveland, President Chas. S. Howe.
Central High School, c. m., Cleveland, Principal Edward L. Harris.
Central High School, '96, Toledo, Principal W. B. Guitteau.
Central High School, '06, Columbus, Principal W. M. Townsend.
Denison University, '99, Granville, President Emory W. Hunt.
Doane Academy, '09, Granville, Dean H. R. Huntley.
East High School, '02, Columbus, Principal F. B. Pearson.
East High School, '02, Cleveland, Principal B. U. Rannels.
Findlay High School, '09, Findlay, Principal J. T. Smith.
Glenville High School, '06, Cleveland, Principal H. S. Cully.
Hughes High School, '96, Cincinnati, Principal E. W. Coy.
Kenyon College, '08, Gambier, President Wm. F. Pierce.
Lincoln High School, '02, Cleveland, Principal J. W. McLane.
Miami University, '04, Oxford, President Guy P. Benton.
Marietta College, '08, Marietta, President A. J. Perry.
North High School, '05, Columbus, Principal C. D. Everett.
Ohio State University, c. m., Columbus, President W. O. Thompson.
Oberlin College, c. m., Oberlin, President H. C. King.
Ohio Wesleyan University, c. m., Delaware, President Herbert Welsh.
Rayen High School, '03, Youngstown, Principal W. L. Griswold.
Steele High School, '09, Dayton, Principal Charles L. Loos, Jr.
South High School, '02, Cleveland, Principal G. A. Ruetenik.
South High School, '06, Columbus, Principal C. S. Barrett.
University of Cincinnati, '99, Cincinnati, President C. W. Dabney.
University School, '02, Cleveland, Principal Geo. D. Pettee.
University School, '09, Cincinnati, Head Master W. E. Stillwell.
Western Reserve University, c. m., Cleveland, President Chas. F. Thwing.

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Walnut Hill High School, '99, Cincinnati, Principal W. Taylor Harris.
Woodward High School, '99, Cincinnati, Principal Geo. W. Harper.
West High School, '00, Cleveland, Principal Theo. H. Johnston.

MICHIGAN.

Olivet College, '06, Olivet, President E. G. Lancaster.
Central High School, c. m., Grand Rapids, Principal Jesse B. Davis.
Central High School, c. m., Detroit, Principal David Mackenzie.
Detroit University School, '00, Principal Frederick L. Bliss.
East Side High School, '10, Bay City, Principal G. R. Swain.
East Side High School, '95, Saginaw, Superintendent E. C. Warriner.
High School, '95, Kalamazoo, Superintendent S. O. Hartwell.
High School, '06, Charlotte, Superintendent M. R. Parmelee.
University of Michigan, c. m., Ann Arbor, President James B. Angell.

INDIANA.

High School, c. m., La Porte, Superintendent John R. Wood.
High School, '96, Fort Wayne, Principal C. F. Lane.
High School, '01, Lafayette, Superintendent E. Ayers.
Howe School, '04, Lima, Rector T. H. McKenzie.
Indiana University, c. m., Bloomington, President W. L. Bryan.
Purdue University, '08, Lafayette, President W. E. Stone.
Shortridge High School, c. m., Indianapolis, Principal G. W. Benton.
University of Notre Dame, '06, President John Cavanaugh.
Wabash College, c. m., Crawfordsville, President George L. Mackintosh.

ILLINOIS.

Aurora High School, East Side, '05, Principal Gilbert W. Kelly.
Bradley Polytechnic Institute, '97, Peoria, Director T. C. Burgess.
Chicago Teachers' College, '08, Chicago, Principal W. B. Owen.
Eastern Illinois State Normal School, '08, Charleston, President L. C. Lord.
Evanston Academy of Northwestern University, c. m., Principal A. H. Wilde.
Englewood High School, '96, Chicago, Principal J. E. Armstrong.
Elgin Academy, '09, Elgin, Principal Leo N. Sleighton.
Ferry Hall, '09, Lake Forest, Principal Miss Frances L. Hughes.
Grand Prairie Seminary, '08, Onarga, President H. H. Frost.
High School, c. m., Evanston, Principal W. F. Beardsley.

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Harvard School, c. m., Chicago, Principal John J. Schobinger.
High School, '98, Elgin, Principal W. S. Goble.
Hinsdale High School, '09, Hinsdale, Principal H. E. Giles.
Illinois College, c. m., Jacksonville, President C. H. Rammelkamp.
Illinois State Normal School, '08, Normal, President David Felmley.
Illinois Women's College, '09, Jacksonville, President Joseph R. Harker.
J. Sterling Morton High School, '05, Clyde, Principal H. V. Church.
Knox College, '96, Galesburg, President Thomas McClelland.
Kewanee High School, '04, Kewanee, Principal T. B. Cleveland.
Kankakee High School, '09, Kankakee, Principal Charles H. Kingman.
Lake Forest College, c. m., Lake Forest, President John S. Nollen.
Lake Forest School, Lake Forest, Head Master J. C. Sloan.
Lake View High School, '96, Chicago, Principal B. F. Buck.
Lyons Township School, '96, La Grange, Principal S. R. Cole.
Lewis Institute, '95, Chicago, Director G. N. Carman.
La Salle-Peru Township High School, '05, Principal T. J. McCormack.
Marshall High School, '99, Chicago, Principal Louis J. Block.
Northwestern University, c. m., Evanston, President A. W. Harris.
Northern Illinois Normal School, '08, De Kalb, President John W. Cook.
New Trier High School, '07, Kenilworth, Principal F. D. Sims.
Ottawa Township High School, '96, Ottawa, Principal W. F. Mozier.
Rock Island High School, Rock Island, Principal H. E. Brown.
Rockford College, '06, Rockford, President Julia Gulliver.
Rockford High School, '09, Rockford, Principal C. P. Briggs.
Southern Illinois Normal School, '08, Carbondale, President D. B. Parkinson.
Streator Township High School, '97, Streator, Principal Ralph R. Upton.
Thornton Township High School, '09, Harvey, Principal S. W. Smith.
Township High School, '05, Joliet, Principal J. Stanley Brown.
Township High School, '06, Sterling, Principal E. T. Austin.
University of Illinois, c. m., Urbana, President E. J. James.
University of Chicago, c. m., President H. P. Judson.
Western Illinois Normal School, '08, Macomb, President Alfred Bayliss.

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William McKinley High School, '96, Chicago, Principal G. M. Clayberg.
West Aurora High School, '06, Aurora, Principal Harold Steele.
Waller High School, '09, Chicago, Principal O. S. Westcott.
Wheaton College, '08, Wheaton, President Charles A. Blanchard.

WISCONSIN.

Beloit College, c. m., Beloit, President Edward D. Eaton.
Carroll College, Waukesha, '09, President W. O. Carrier.
East Division High School, '07, Principal George A. Chamberlain.
Lawrence University, '05, Appleton, President Samuel Plantz.
Milwaukee-Downer College, '97, Milwaukee, President Ellen C. Sabin.
Milwaukee Academy, '97, Milwaukee, Principal J. H. Pratt.
North Division High School, '04, Milwaukee, Principal R. E. Krug.
Ripon College, '04, Ripon, Acting President Frank M. Erickson.
South Division High School, '06, Milwaukee, Principal E. Rissman.
University of Wisconsin, c. m., Madison, President Charles R. Van Hise.
Wayland Academy, '06, Beaver Dam, Principal E. P. Brown.

MINNESOTA.

Central High School, '04, St. Paul, Principal V. K. Froula.
Cleveland High School, St. Paul, Principal Milo Stewart.
Carlton College, '06, Northfield, President W. H. Sallmon.
Humboldt High School, St. Paul, Principal H. S. Baker.
University of Minnesota, '96, Minneapolis, President Cyrus Northrup.
Winona Normal School, '08, Winona, President Irvin Shepard.

IOWA.

Cornell College, c. m., Mt. Vernon, President Wm. F. King.
Coe College, '08, Cedar Rapids, President N. N. Smith.
Drake University, '06, Des Moines, President H. M. Bell.
High School, '06, Council Bluffs, Principal S. L. Thomas.
High School, '06, Dubuque, Principal F. L. Smart.
Iowa College, '95, Grinnell, President J. H. T. Main.
Iowa State Teachers' College, '09, Cedar Falls, President H. H. Seerley.
State University of Iowa, c. m., Iowa City, President George E. MacLean.

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Simpson College, '06, Indianola, President Charles E. Shelton.
Upper Iowa University, '09, Fayette, President William A. Shanklin.

MISSOURI.

Cape Girardeau Normal School, '09, Cape Girardeau.
Central High School, '96, St. Louis, Principal ——
Drury College, '98, Springfield, President Homer T. Fuller.
Kirkwood High School, '10, Kirkwood, Principal Ethalene Flournoy.
Mary Institute, '00, St. Louis, Principal E. H. Sears.
Missouri Valley College, '98, Marshall, President Wm. H. Black.
Park College, '02, Parkville, President Lowell M. McAfee.
University of Missouri, c. m., Columbia, President A. Ross Hill.
Washington University, c. m., St. Louis.
Westminster College, 00, Fulton, President David R. Kerr.
William McKinley High School, St. Louis, '05, Principal G. B. Morrison.

NEBRASKA.

Lincoln High School, '98, Lincoln, Principal F. W. Sanders.
University of Nebraska, '96, Lincoln, President Samuel Avery.

KANSAS.

Baker University, '08, Baldwin, President Lemuel H. Murlin.
Ottawa University, '09, President S. E. Price.
University of Kansas, '96, Lawrence, Chancellor Frank Strong.
Washburn College, '06, Topeka, President Frank K. Sanders.

COLORADO.

Colorado College, '96, Colorado Springs, President W. F. Slocum.
The Miss Walcott School, '06, Denver, ——.
University of Colorado, '96, President James H. Baker.
University of Denver, '09, University Park, President Henry A. Buchtel.

OKLAHOMA.

University of Oklahoma, '01, Norman, President David R. Boyd.

SOUTH DAKOTA.

Dakota Wesleyan University, '09, Mitchell, President Samuel Fletcher Kerfoot.
High School, Sioux Falls, '08, Principal W. J. Earley.
High School, Yankton, Principal R. C. Shellenbarger.
High School, Aberdeen, '07, Principal W. L. Cochrane, Aberdeen.
Mitchell High School, '09, Principal M. M. Ramer.
University of South Dakota, '08, Vermilion, President F. B. Gault.

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NORTH DAKOTA.

High School, Fargo, '08, Principal W. E. Hoover.
State University of North Dakota, '09, Grand Forks, President Webster Merrifield.
High School, Jamestown, '10, Principal A. G. Crane.

KENTUCKY.

University of Kentucky, '10, Lexington, President James K. Patterson.

INDIVIDUAL MEMBERS.

OHIO.

F. W. Ballou, High School Inspector, University of Cincinnati, Cincinnati.
W. W. Boyd, '03, High School Visitor, Ohio State University, Columbus.
A. B. Church, '09, President Buchtel College, Akron.
Jos. V. Denney, '03, Dean of the College of Arts, Philosophy and Sciences, Ohio State University, Columbus.
August F. Foerste, '09, Steele High School, Dayton.
F. C. Hicks, '06, Professor in the University of Cincinnati, Cincinnati.
G. M. Jones, '05, Secretary of Oberlin College, Oberlin.
Frank Pearson, '09, Inspector of Schools, Columbus, Ohio State University.
J. F. Smith, '09, Superintendent of Schools, Findlay.
W. O. Thompson, '09, Ohio State University, Columbus.
Geo. R. Twiss, '09, Inspector of Schools, Columbus.

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W. W. Beman. '95, University of Michigan, Ann Arbor.
Wm. A. Greeson, '97, Superintendent of Schools, Grand Rapids.
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Fred N. Scott, '98, Professor in the University of Michigan, Ann Arbor.
A. S. Whitney, '03, High School Inspector, University of Michigan, Ann Arbor.

INDIANA.

L. W. Keeler, '09, Superintendent of Schools, Michigan City.
Carl Leo Mees, '96, President of the Rose Polytechnic, Terre Haute.
W. W. Parsons, '99, President of the State Normal School, Terre Haute.

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ILLINOIS.

Francis G. Blair, '10, Superintendent of Public Instruction, Springfield.
T. A. Clark, '06, Dean of Men, University of Illinois, Urbana.
H. F. Fisk, '05, Professor in Northwestern University, Evanston.
Thomas F. Holgate, '99, Professor in Northwestern University, Evanston.
R. E. Hieronymus, '03, President of Eureka College, Eureka.
H. A. Hollister, '03, High School Inspector, University of Illinois, Champaign.
Harry P. Judson, '95, President of the University of Chicago, Chicago.
Walter Libby, High School Inspector, Northwestern University, Evanston.
C. M. McConn, '09, Principal of University of Illinois Academy, Urbana.
Chas. F. Mills, '09, Professor in University of Illinois, Urbana.
A. F. Nightingale, c. m., County Superintendent, Chicago.
Marion Talbot, '07, Dean of Women, University of Chicago, Chicago.
E. J. Townsend, '07, Professor in University of Illinois, Champaign.
A. V. E. Young, '95, Professor in Northwestern University, Evanston.
Ella Flagg Young, '10, Superintendent of Schools, Chicago.

WISCONSIN.

Edward A. Birge, '96, Professor in the University of Wisconsin, Madison.
C. P. Cary, '08, State Superintendent of Schools.
Max Griebsch, '10, Director of the German-English Academy, Milwaukee.
F. G. Hubbard, '08, Professor in the University of Wisconsin, Madison.
H. L. Terry, '06, State High School Inspector, Madison.
A. W. Tressler, '03, High School Inspector, University of Wisconsin, Madison.

MINNESOTA.

George B. Aiton, '97, State Inspector of High Schools, Minneapolis.
W. E. Shoemaker, '09, President St. Cloud Normal School.

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IOWA.

F. C. Ensign, '06, High School Inspector, State University, Iowa City.

E. W. Stanton, '08, Dean Iowa State College, Ames.

MISSOURI.

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W. J. S. Bryan, '09, Assistant Superintendent of Schools, St. Louis.

W. T. Carrington, '09, President Springfield State Normal School.

W. S. Dearmont, '09, Cape Girardeau, State Normal School.

Joseph D. Elliff, '05, High School Inspector, University of Missouri, Columbia.

John R. Kirk, '98, President of the State Normal School, Kirksville.

Clarence A. Waldo, '95, Professor in Washington University, St. Louis.

C. M. Woodward, '99, Professor in Washington University, St. Louis.

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J. W. Crabtree, '04, President State Normal School, Peru.

KANSAS.

W. H. Johnson, '06, High School Inspector, University of Kansas, Lawrence.

COLORADO.

Frank E. Thompson, '08, Professor, University of Colorado, Boulder.

SOUTH DAKOTA.

W. I. Early, '10, Principal High School, South Sioux Falls.

F. B. Gault, '08, President University of South Dakota, Vermilion.

C. E. Swanson, '08, Deputy Superintendent of Schools, Pierre.

A. E. Trettien, '10, Professor of Education, Vermilion.

NORTH DAKOTA.

Richard Heyward, '08, Inspector of Schools, Grand Forks.

George W. Nash, '09, President Northern Normal Industrial School, Aberdeen.

C. C. Schmidt, '08, Model High School, University.

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CONSTITUTION OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

AS AMENDED AT THE FIFTEENTH ANNUAL MEETING, MARCH 25, 1910.

ARTICLE I.

NAME.

The name of this Association shall be the North Central Association of Colleges and Secondary Schools.

ARTICLE II.

OBJECT.

The object of the Association shall be to establish closer relations between the colleges and secondary schools of the North Central States.

ARTICLE III.

MEMBERSHIP.

Section 1. The members of the Association shall consist of the following two classes: First, colleges and universities, and secondary schools. Secondly, individuals identified with educational work within the limits of the Association.

Sec. 2. Election to membership shall require a two-thirds vote of the members present at any meeting, and shall be made only upon the nomination of the Executive Committee.

Sec. 3. An institutional member shall be represented at the meeting of the Association by its executive head, or by some one designated by him in credentials addressed to the secretary.

Sec. 4. No college or university shall be eligible to membership whose requirements for admission represent less than fifteen units of secondary work as defined by the Commission on Accredited Schools.

Sec. 5. No college or university shall be eligible to membership which confers the degree of Doctor of Philosophy or Doctor of Science except after a period of three years of graduate

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study, not less than two of which shall be years of resident study, one of which shall be at the institution conferring the degree.

Sec. 6. No secondary school shall be eligible to membership which does not provide fifteen units of secondary work as defined by the Commission on Accredited Schools. After April 1, 1912, no college or university shall be eligible to membership which is not on the list of accredited colleges of the Association.

Sec. 7. If the dues of any member shall remain unpaid for two years, such membership in the Association shall lapse.

ARTICLE IV.

POWERS.

All the decisions of the Association bearing upon the policy and management of higher and secondary institutions are understood to be advisory in their character.

ARTICLE V.

OFFICERS AND COMMITTEES.

Section 1. The officers of the Association shall be a President, two Vice Presidents, a Secretary, a Treasurer, and an Executive Committee consisting of the President, the Secretary, the Treasurer, and four other members elected by the Association.

Sec. 2. The officers shall be chosen at the annual meeting for the term of one year, or until their successors are elected. The election shall be by ballot.

Sec. 3. The Executive Committee shall have power to appoint committees for conference with other bodies, whenever in their judgment it may seem expedient.

Sec. 4. In case an officer holding office as representative of an institutional member severs his connection with the institution represented, he shall at his discretion hold his office until the close of the next regular meeting of the Association.

Sec. 5. The Executive Committee shall have authority to fill a vacancy in any office, the officer elected by the committee to hold office until the close of the next annual meeting.

ARTICLE VI.

DUTIES OF OFFICERS.

Section 1. The President, or in his absence one of the Vice Presidents selected by the Executive Committee, shall preside at the meetings of the Association, and shall sign all orders upon the Treasurer.

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Sec. 2. The Secretary shall keep a record of the proceedings of the Association and attend to all necessary correspondence and printing.

Sec. 3. The Treasurer shall collect and hold all moneys of the Association, and pay out the same upon the written order of the President.

Sec. 4. The Executive Committee shall make all nominations for membership in the Association, fix the time of all meetings not otherwise provided for, prepare programmes, and act for the Association when it is not in session. All the acts of the Executive Committee shall be subject to the approval of the Association.

ARTICLE VII.

MEETINGS.

There shall be annual meeting of the Association and such special meetings as the Association may appoint.

ARTICLE VIII.

MEMBERSHIP FEE.

To meet expenses, an annual fee of $10 shall be paid by each university, $5 by each college, and $3 each by all other members, and each member shall have one vote.

ARTICLE IX.

QUORUM.

One-fourth of the members of the Association shall constitute a quorum.

ARTICLE X.

AMENDMENTS.

This constitution may be amended by a three-fourths vote at any regular meeting, provided that a printed notice of the proposed amendment be sent to each member two weeks before said meeting.

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REGISTRATION.

Aiton, George B., State Inspector of High Schools, Minneapolis, Minn.

Ambrose, Thos., with American Book Co., 521 Wabash avenue, Chicago, Ill.

Armstrong, J. E., Englewood High School, Chicago, Ill.

Baker, James H., President, University of Colorado, Boulder, Colo.

Baldwin, Bird T., University of Chicago, Chicago, Ill.

Bardwell, C. M., Principal, 429 Fox street, Aurora, Ill.

Barker, Jas. F., Principal, Technical High School, Cleveland, O.

Barnes, Susie, State Normal School, Kirksville, Mo.

Barrett, Charles S., Principal, South High School, Columbus, O.

Bayliss, Alfred, Principal, Western Illinois State Normal School, Macomb, Ill.

Bell, Arthur T., 617 West 43d place, Chicago, Ill.

Bell, Hill M., President, Drake University, Des Moines, Ia.

Benton, Geo. W., Principal, Shortridge High School, Indianapolis, Ind.

Benton, Mrs. G. W., Indianapolis, Ind.

Benton, Marie Belle, Student at Northwestern University, Evanston, Ill.

Berens, H., Instructor, Lewis Institute, Chicago, Ill.

Black, Wm. H., President, Missouri Valley College, Marshall, Mo.

Blair, Francis G., Springfield, Ill.

Bliss, Frederick L., Principal, Detroit University School, Detroit, Mich.

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Blanchard, Charles A., President Wheaton College, Wheaton, Ill.

Boyer, E. L., Principal, Bloom Township High School, Chicago Heights, Ill.

Brandon, Edgar Ewing, Acting President, Miami University, Oxford, O.

Bransby, Jos. J., Director of Manual Training, New Trier Township High School, Kenilworth, Ill.

Brayton, Laura T., Chicago, Ill.

Briggs, C. P., Principal, Rockford High School, Rockford, Ill.

Birge, E. A., University of Wisconsin, Madison, Wis.

Brown, Andrew Christy, Carroll College, Waukesha, Wis.

Brown, B. F., Lake View High School, Chicago, Ill.

Brown, Geo. A., Principal, High School, Grinnell, Ia.

Brown, H. E., Principal, High School, Rock Island, Ill.

Brown, J. Stanley, Superintendent, High School, Joliet, Ill.

Bryan, W. J. S., Assistant Superintendent of Schools, St. Louis, Mo.

Bryan, Mrs. W. J. S., 6102 Waterman avenue, St. Louis, Mo.

Buchanan, J. S., Dean, College Arts and Sciences, University of Oklahoma, Norman, Okla.

Burns, E. E., Medill High School, Chicago, Ill.

Buswell, Clara L., Principal, High School (West), Batavia, Ill.

Butler, Nathaniel, University of Chicago, Chicago, Ill.

Caldwell, Otis W., University of Chicago, Chicago, Ill.

Carman, G. N., Lewis Institute, Chicago, Ill.

Cary, C. P., State Superintendent, Madison, Wis.

Chamberlain, Arthur H., Treasurer, National Education Association, Pasadena, Cal.

Church, H. V., Principal, J. Sterling Morton High School, Clyde, Ill.

Clark, Thomas Arkle, Dean, University of Illinois, Urbana, Ill.

Cobb, Herbert E., Lewis Institute, Chicago, Ill.

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Colwill, N. P., Secretary of the Council on Medical Education of the American Medical Association, Chicago, Ill.
Comstock, Frank M., Professor, Case School of Applied Science, Cleveland, O.
Cooper, R. Watson, President, Upper Iowa University, Fayette, Ia.
Coultrap, H. M., Elgin High School, Elgin, Ill.
Cowles, Emma M., Milwaukee-Downer College, Milwaukee, Wis.
Cowling, Donald J., President, Carleton College, Northfield, Minn.
Cox, F. W., El Paso, Ill.
Curtis, C. B., Central High School, St. Louis, Mo.
Dalrymple, H. R., American Book Co., Coulmbus, O.
Davenport, E., Dean, College of Agriculture, University of Illinois, Urbana, Ill.
Davidson, W. M., Superintendent of City Schools, Omaha, Neb.
Davis, Ellery W., Dean, College of Arts and Sciences, University of Nebraska, Lincoln, Neb.
Davis, Jesse B., Central High School, Grand Rapids, Mich.
Densmore, H. D., Beloit College, Beloit, Wis.
Downey, John F., Dean, University of Minnesota, Minneapolis, Minn.
Early, W. I., Principal, Washington High School, Sioux Falls, S. D.
Eaton, Edward D., Beloit College, Beloit, Wis.
Elliff, J. D., University of Missouri, Columbia, Mo.
Elliott, Edward C., University of Wisconsin, Madison, Wis.
Elson, W. H., Cleveland, O.
Ensign, Forest C., Inspector, State of Iowa, Iowa City, Ia.
Esbjorn, C. L., Professor, Augustana College, Rock Island, Ill.
Everett, Chas. D., Principal, North High School, Columbus, O.
Ewers, A. F., Instructor, High School, Davenport, Ia.

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Flournoy, Ethalene, Principal, Kirkwood High School, Kirkwood, Mo.
Freer, H. H., Dean, Cornell College, Mount Vernon, Ia.
Froula, V. K., Central High School, St. Paul, Minn.
Gault, F. B., President, University of South Dakota, Vermillion, S. D.
George, J. H., President, Drury College, Springfield, Mo.
German, W. L., Superintendent, Polo, Ill.
Giles, H. E., Superintendent of Schools, Hinsdale, Ill.
Givens, Harrison C., University High School, Chicago, Ill.
Goble, W. L., Principal, High School, Elgin, Ill.
Good, Violette A., Englewood High School, Chicago, Ill.
Gould, R. R. N., Principal, Central High School, Kalamazoo, Mich.
Gove, Mrs. Alice C., Principal, Evanston Classical School, Evanston, Ill.
Greeson, W. A., Superintendent of Schools, Grand Rapids, Mich.
Griswald, Wells L., Rayen School, Youngstown, O.
Hansen, Herbert C., Tuley High School, Chicago, Ill.
Hore, Louis T., Dean, College of Literature and Arts, University of Cincinnati, Cincinnati, O.
Harris, Edward L., Central High School, Cleveland, O.
Harris, Wm. Taylor, Principal, Walnut Hills High School, Cincinnati, O.
Hartwell, S. O., Superintendent, Kalamazoo High School, Kalamazoo, Mich.
Hawkins, W. J., President, State Normal School, Warrensburg, Mo.
Heil, John H., Superintendent, Morgan Park, Ill.
Helm, Nathan Wilbur, Principal, Academy of Northwestern University, Fisk Hall, Evanston, Ill.
Heyward, Richard, State High School Inspector, Grand Forks, N. D.
Hieronymus, R. E., Secretary, Illinois Educational Commission, Eureka, Ill.

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Hildebrand, L. E., New Trier Th. High School, Kenilworth, Ill.

Hill, Albert Ross, President, University of Missouri, Columbia, Mo.

Hill, Joseph H., President, Kansas State Normal Schools, Emporia, Kan.

Hoffman, Horace A., Indiana University, Bloomington, Ind.

Hobson, Elsie G., Frances Shimer Academy, Mount Carroll, Ill.

Holgate, Thomas F., Dean, Northwestern University, Evanston, Ill.

Hollister, H. A., High School Visitor, University of Illinois, Urbana, Ill.

Howe, Edw., G., Englewood High School, Chicago, Ill.

Hubbard, F. G., Professor, University of Wisconsin, Madison, Wis.

Hundley, H. Rhodes, Dean, Doane Academy, Granville, O.

Hunt, Emory W., President, Denison University, Granville, O.

James, Edmund J., President, University of Illinois, Urbana, Ill.

Johnson, Alf. G., Timaru, New Zealand.

Johnson, Franklin W., University of Chicago, Chicago, Ill.

Johnson, Geo. H., Case School of Applied Science, Cleveland, O.

Johnson, W. H., High School Inspector, University of Kansas, Lawrence, Kan.

Jones, Florence Nightingale, University of Illinois, Urbana, Ill.

Jones, George M., Secretary, Oberlin College, Oberlin, O.

Jones, J. C., Dean, College of Arts and Sciences, University of Missouri, Columbia, Mo.

Jones, L. H., President, State Normal College, Ypsilanti, Mich.

Jones, T. N., 210 East Clark street, Champaign, Ill.

Judd, C. H., University of Chicago, Chicago, Ill.

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Kendall, Marion A., Marshall High School, Chicago, Ill.
Kerr, David R., President, Westminster College, Fulton, Mo.
Kingman, C. H., Principal, High School, Kankakee, Ill.
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McConn, C. M., Principal, Academy of the University of Illinois, Urbana, Ill.
McVey, Frank L., President, University of North Dakota, Grand Forks, N. D.
MacLean, George E., President, State University of Iowa, Iowa City, Ia.
Mann, C. P., University of Chicago, Chicago, Ill.
Marshall, Geo. Edward, Principal, High School, Davenport, Ia.
Marquis, John A., President, Coe College, Cedar Rapids, Ia.
Miller, Arthur M., Dean, College of Arts and Sciences, State University of Kentucky, Lexington, Ky.
Miller, E. A., Dean, Oberlin College, Oberlin, O.
Miller, F. J., University of Chicago, Chicago, Ill.
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Moser, Clara, Elgin High School, Elgin, Ill.

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Neff, Isaac E., Principal, South Bend High School, South Bend, Ind.
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Nutting, E. P., Principal, High School, Moline, Ill.
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Plautz, Samuel, President, Lawrence College, Appleton, Wis.
Pratt, Julius Howard, German-English Academy, Milwaukee, Wis.
Price, S. Eber, President, Ottawa University, Ottawa, Kan.
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Ray, S. B., Dean, Carroll College, Waukesha, Wis.
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Rodman, Macy D., Milwaukee-Downer College, Milwaukee, Wis.
Ruetenik, G. A., Principal, South High School, Cleveland, O.

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Shipman, Margaret, Polo, Ill.

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Smith, J. F., Superintendent of Schools, Findlay, O.

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Smith ,L. W., Principal, Thornton Twp. High, Harvey, Ill.

Smith, Spence R., Principal, Wendell Phillips High School, Chicago, Ill.

Smyser, William E., Professor and Registrar, Ohio Wesleyan University, Delaware, O.

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Swain, George R., Principal, East Side High School, Bay City, Mich.
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Taylor, Clara H., Englewood High School, Chicago, Ill.
Taylor, Harry, Principal of High School, Harrisburg, Ill.
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Topping, Gladys, Pupil, Elgin High School, Elgin, Ill.
Tower, W. E., Englewood High School, Chicago, Ill.
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Warriner, E. C., Superintendent of Schools, Saginaw, Mich.
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Whitney, A. S., University of Michigan, Ann Arbor, Mich.
Wilde, A. H., Northwestern University, Evanston, Ill.
Wildman, M. S., Evanston, Ill.
Williams, C. W., Assistant to the President, Oberlin, O.
Willis, Gwendolin B., Milwaukee, Wis.
Wirt, William, Superintendent of Schools, Gary, Ind.
Wright, H. C., J. Sterling Morton High School, Clyde, Ill.
Yost, E. W., School Commissioner, Wayne County. Mich.
Young, Ella Flagg, Superintendent of Schools, Chicago, Ill.
Young, W. F., Publisher, Chicago, Ill.
Ziegler, T. H., Principal, High School, Riverside, Ill.

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PROCEEDINGS

OF THE

SIXTEENTH ANNUAL MEETING

OF THE

North Central Association

OF

Colleges and Secondary Schools

HELD AT

CHICAGO, ILLINOIS

MARCH 24-25, 1911

Edited by
THOMAS ARKLE CLARK
Secretary of the Association

Published by the Association
1911

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The next meeting of the Association will be held in Chicago, March 22 and 23, 1912.

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THE

NORTH CENTRAL ASSOCIATION

OF

Colleges and Secondary Schools

SIXTEENTH ANNUAL MEETING

Chicago, March 24 and 25, 1911

The sixteenth annual meeting of the North Central Association of Colleges and Secondary Schools was held in Chicago, Friday and Saturday, March 24 and 25, 1911.

FIRST SESSION FRIDAY, MARCH 24, 1911.

The Association was called to order at 10 o'clock a. m., in the Banquet Hall of the Auditorium by President George W. Benton, of Indianapolis, Indiana.

President Benton delivered the annual address as follows:

SOME PROBLEMS OF SECONDARY EDUCATION.

GEORGE W. BENTON, INDIANAPOLIS, INDIANA.

There is reason to think that popular belief in education as a State necessity is growing more rapidly than the development of ways and means of education. When education was confined to the children of the aristocracy, schools were few, courses of study meagre, and aims in education limited and definite. The system came with our ancestors, who inherited it from medieval Europe. Hence early education in this country was medieval.

A new country called for physical development mainly. The educational, moral, and spiritual needs of a scattered

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population were few. Educated men had limited opportunities. Problems of life, while great in themselves, were simple problems of the individual and the family; the problems of producing a living from virgin soil. No complex social, political, industrial, or commercial questions intruded themselves to interrupt the peaceful bartering of the products of individual labor. The common man had little use for learning. The scholar was a small factor in affairs. His influence was confined to teaching, preaching, marrying, and burying the dead.

Having no use for education, the pioneer took no time for education. As a consequence there naturally developed a system of education for the leisure classes based upon the ancient classical standards. The business of colleges, in imitation of their European prototypes, was the development of the professional class. The schools had as their problem the preparation of the few individuals who sought the colleges and professional careers. For a time, educational theorists, if any existed, were satisfied with the system, for the limited demands upon education were met.

Then came religious dissentions. Sectarian schools flourished and gained rapidly in numbers and influence as population grew and wealth accumulated. The development of the survivors of these schools has produced our modern church colleges.

The high school was the natural successor of the academy. It came as the necessary link in the chain of education, as community life developed and the range of education expanded from primary grade to university. It was the compromise movement, by which the growing demands of general education were met economically by communities, unhampered by sectarian dogma.

These high schools taught the same general subjects, barring creeds and religious dogma, prevailing in the academies. As the latter schools declined in favor, or by raised standards became colleges, the colleges in turn gave their attention to the standards of the high schools, realizing that to maintain their own standards, the standards of the

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high schools must be dictated. For some years, during which the high schools grew enormously in numbers and influence, it was generally accepted that the prevailing narrow limits of the classical curriculum were sufficient as educational material, and that it was the business of the high school to meet the demands of preparation for a college career. But the large number who entered the high school, and the small number who entered college, together with the increasing cost of high school education, naturally raised the question: "In providing college preparation for the few who take advantage of it, is there not a large majority of pupils who are not getting the best sort of training for the careers which are before them?" The advocates of the standard course, even recently, have said that "What is best for college preparation is best for all." Public opinion, however, supported by students of educational aims and values, has decided that the modern school can no longer ignore the individual, and that modern complex social and community needs can be met only by providing adequate training for efficiency for all.

President Eliot, in his characteristic way, has summarized the call for efficiency in these words:

"By efficiency I mean effective power for work and service during a healthy and active life. This effective power every individual man and woman should desire and strive to become possessed of; and to the training and development of this power the education of each and every person should be directed. The efficient nation will be the nation made up, by aggregation, of individuals possessing this effective power; and national education will be effective in proportion as it secures in the masses the development of this power, and its application in infinitely various forms to the national industries and the national service."

The scope of this education for efficiency is clearly expressed by Dr. Henderson in "Education and the Higher Life." He says: "This great social purpose can only be realized by the idealizing and perfecting of all that concerns daily life. As a practical problem, it has to do with a man's

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occupation, with his food, with his dress, with his dwelling, with his health, with his organic power, with his family, with his friends, with his pleasures, with his thoughts, with his emotions,—in a word, with every element that touches or makes up his life."

Dr. Paul Hanus says: "The secondary school should especially promote the discovery and development of each pupil's dominant interests and powers and render them subservient to *life's serious purposes.*" These he defines as "first, *self support,* or if that, by reason of fortune, is unnecessary, some worthy form of service; and second, *intelligent, active participation in human affairs.*"

Dr. Elmer E. Brown has well said: "It is necessary to keep in mind this great and growing purpose of American education, that it shall be in all its grades an education for all, and shall be so organized that every man shall find encouragement and opportunity to pass up freely from grade to grade so far as his abilities and prospective usefulness to society shall determine."

And so we might continue, quoting the ripened opinions of men who recognize the needs of the times, and who call for individual efficiency. Modern society everywhere breathes the spirit of democracy. Every man is entitled, in a democratic community, to a chance to lead in some phase of activity, to follow in others. Each child is a potential sovereign—and by that divine right, is entitled to equal opportunity for training. It is the province of education in democratic America, to realize in the schools some approximation to that training for the child, which shall be not only a preparation for an active life, but, as Dr. Dewey says, "shall be life itself."

Dean Woodward in his presidential address one year ago, gave to the Association a comprehensive and intelligent view of progress in realizing this newer aim. Notable individual schools are reaching far in advance, and colleges are rapidly coming to realize that efficient preparation means ability to accomplish work undertaken, in whatever line of educational endeavor. That the steps taken have been

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fruitful, is indicated by the growing approval of the school's product in the practical business life of the day, and in the happy consciousness of the youth so trained, that he is more quickly able to do his part in the world's work, maintaining himself, and contributing his share to the life of the community.

Despite the great progress in bringing education to all the people, there are many problems still to be solved, some of which grow out of the very nature of the case. It is my purpose to consider four of these problems as briefly as possible.

1. *The Elective System.*

Co-incident with the discovery that equal educational opportunity is essential to the highest development of a social democracy, came the reluctant admission that the rigid classical curriculum failed to supply the educational needs of the cosmopolitan student body. Following the lead of Harvard, colleges and universities swarmed over to the liberal side, ignoring the protests of the classicists, and young men without judgment, but with rare discrimination, sought training along the lines of least resistance. The cry was, "Give him only what will interest him"; "if he does not like a subject, he has no capacity for it"; "let him know something well, rather than many things indefinitely," etc.

In turn, the high schools, with the approval of the colleges, and in many cases, with their express direction, began to throw open their courses to boys and girls of thirteen to fifteen years of age, calling upon them to choose lines of work which shall best fit them for life. It was apparently assumed that age and experience and close study of educational values were unnecessary in settling such questions. Since a few doctors of philosophy had considered and formulated the general principles of a complex curriculum for a complex student body, a child for the first time let loose from the maternalism of the grade school into the democracy

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of the high school was assumed to have an intelligent grasp of values, and therefore to be competent to outline his educational career.

For a time, all things appeared to go well. Popular courses were developed. The old academic lines with their intellectual standards, labored along with few students, or disappeared altogether. A few school generations have passed. Some of the product of early specialization has gone on to the market. There is as much disappointment over the new product as over the old. A few workmen have been produced, but the breadth of training which makes leaders is wanting. President Schurmann of Cornell expresses it when he says that "Our experience of over forty years has led us to the conclusion that the laboratory and the shop must be used for illustration, and are in no sense a substitute for academic training."

Physical training does for the body what mental training does for the mind. Until definite and scientific diagnosis is the basis of definite and scientific physical training, we shall continue to develop one-sided and unbalanced bodies among our young people. It is so with the mind. All sorts and conditions of mental capacity make up our complex schools. If proper treatment is to be accorded the various types of individuals to be educated, some plan must be devised whereby the various capacities may be known and the various needs may be met. No fixed and inflexible curriculum will serve this purpose for all. But a fairly fixed and inflexible course of treatment for each must be conceded as the only scientific remedial process.

If this conclusion is reasonable, then, it becomes imperative that elective courses be maintained in even greater degree, but that election shall be controlled, not by the whim of the learner, but by the intelligent educational diagnostician. The effort to utilize the intelligence and interest of the parent in this important work has not been even measurably effective. Every school man knows this, and the reason for it. Nor is the feeble effort of the small number of really professional high school teachers very productive

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against the persistence of the destructive tendency of common practice.

So important has this whole question become as a general educational proposition that some of the larger colleges and universities have adopted plans for supervising the study as well as the play of the young people in their care. Some have even gone so far as to give almost as much attention to the supervision of the academic life, as to the athletic life of their charges. Below the high school, some attempts have been made to study this problem, and our own association has a committee which will this year offer a preliminary report on "Differentiation below the High School," a phase of the general problem. High schools have hardly touched the borders of this great question. It is important that they give more attention to supervision of study, and to the adaptation of the various courses of the schools to individual needs. The time has come, in our larger schools, when provision should be made for oversight of the preparation of lessons as well as recitations in class. This means that the laboratory method must be applied to all classes of subjects. It also means, as a necessary result, more teachers, and fewer courses carried by each student. Naturally, also, it means a still higher per capita cost. But the results obtained will justify the cost, when measured by efficiency standards. As things stand, public opinion is centered upon the enormous problems of growth, but criticism of the efficiency of secondary teaching is sharp. This criticism must be met by definite steps for improvement, or the confidence now held by the high schools will suffer seriously.

2. *Choice of Education.*

The second problem which demands consideration might at first thought be classed as simply an elaboration of the first. In fact, however, it precedes in point of time the problem just considered. The latter has to do with the guidance of the pupil who has chosen his secondary school. My second problem has to do with the choice of that school.

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In discussing this subject, it is assumed that, theoretically, school authorities are quite well agreed, that the cosmopolitan school, offering the largest range of opportunity, and duplicated in advantageous positions throughout the community, is the highest development of the secondary ideal. In practice, however, at this time, the cost of such schools is prohibitive as a rule. The few exceptions serve to emphasize the truth of this statement. In the main, for some years to come, more or less differentiated schools will be the rule. In either case, however, the proper location of the oncoming secondary student is equally important, whether he is fitted into a differentiated school, or into a department of a cosmopolitan school.

School authorities, in response to a popular demand are using various expedients to do away with the line of demarcation between grades and high school. Among these are the introduction of departmental schools in the higher grades, the teaching of elementary courses in Latin, algebra, history and civics. Superficial preparation in the elements of high school studies characterizes too large a per cent of the graduates of the grades. The pressure from below pushes out and on to the high school a great crowd of young people of various and varied degrees of intellectual capacity. Throughout their grade school life, they have been bolstered up by a maternal system of close supervision, and have been largely fed on informational material. They enter upon the comparatively free and individual life of the high school. They stand on their own feet, and are swallowed up in the life of a strange and unsympathetic community, with strange fellows, strange teachers, and strange methods. They learn first of all, that it is possible to slip through a day or two without work, and without detection. They get away from home for longer hours, and curiosity prompts them to loaf in forbidden places. The strong ones, and those whose home training has been good, right themselves and ultimately adjust themselves to their new environment. The weak and untrained fall away and, finally outdistanced, become discouraged and drop out.

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But a new factor enters into the case for some. They find themselves totally at sea in a maze of new ideas for which they have neither taste nor capacity. Academic processes are to them a closed book. Their minds refuse to work in the prescribed channels. Parents are consulted, the pupil is studied, and advice is given that a good workman is being spoiled in the effort to make a scholar out of material not suited to scholastic pursuits. The point is made that a child, without interest in his work, is learning to loaf; that idleness is the worst thing which can happen to the boy. The parent insists that he wants his child to go through the high school; that he must have opportunities denied his parents; that effort will be made to spur the boy on to do his work. Sometimes it succeeds, but generally, the boy goes from listlessness to viciousness and finally passes into the ranks of those cast off.

Every school knows the type. Every student of social problems knows that such boys and girls largely recruit the ranks of the undercrust of our cities. Every large school has an appalling list of these educational misfits. Very few educational systems attempt to provide for them. If educational work is to be efficient, if the state is to be protected by making each individual able to do his part in life's serious purposes, provision must be made for these unfortunates, as well as for those more fortunate ones who need less help.

The second problem, then, is to undertake some plan which will serve to train those who fail to be endowed with taste and capacity for scholastic pursuits for efficient service in some self-respecting and honorable occupation. Philadelphia has done a great thing in this line, in the establishment of a trade school which has passed the experimental stage. Boys of the type indicated, when they leave the grade schools, are directed to report to the trade school, not to the high school. Here they may choose their trade, but they are put to work. They would not get interested in Latin, or poetry, or in drawing flowers, which some of our schools insist upon their doing, but they en-

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joy reading "A Tale of Two Cities," "Treasure Island," "Ivanhoe," and books of that type which give them a desire for good literature, without leaving that dark-brown taste so well known to growing boys, who like action, and who are fed on repose. They are taught much history, and more municipal civics and political economy. They are taught simple, direct, oral and written expression, as a necessary tool for daily communication. They are taught mechanical drawing and lettering, on the principle that even a journeyman workman is not efficient unless he can read a blue print, and that he cannot read one intelligently unless he has had experience in making one. So far, the trades offered are electrical construction, printing, painting, sign painting, lathing and plastering, brick-laying, plumbing, carpentering, sheet-metal and cornice work, and tin-smithing. The school is crowded, and the boys are enthusiastic. There is no hostility from trades unions, and the product of the school is looked upon as highly efficient. The head of the school is an enthusiastic young man who knows boys, and who is tactful in his relations with labor and with the people of his city. He is helping to solve the problem.

Boston with its Girls' Industrial High School, and Cleveland with its Technical High School are setting a mark for emulation in offering advantages for girls along lines adapted to their needs. An increasing number of schools are to be found in various localities which are doing great work in this newer field of educational endeavor, but for the great majority of boys and girls, not suited to academic standards, there is nothing offered as yet which will add to their economic efficiency.

But still another type of youth has so far received scant attention in secondary schools. I refer to the large and growing number of boys and girls who begin to develop at the high school age an overpowering ambition for organization. They have little interest in scholastic detail, but are deeply interested in manipulation of school social and political life. They are keen, forceful, magnetic lead-

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ers of their more phlegmatic followers. If given free rein, they promote all sorts of organizations, with varying degrees of merit, and unless held back by some authoritative limitations, work their way into something very similar to the municipal boss. They work unceasingly for office, either for themselves, or for their less resourceful dependents, and become a real problem in administration. No one denies their intelligence, but too few schools recognize the value of the power which they possess. It is the power which does things in the world outside, and which is at the bottom of the complaint so frequently heard that the schools do not educate, and that education is not essential to success in business life.

The secondary school, if it does its duty, will not stifle this tendency; it will undertake to direct it. Young people with such qualities can do much for a school, provided the proper direction is given to their activities. As every one knows, their undirected efforts are often serious in their consequences. Owen Johnson recognizes this important pedagogical principle in that famous series of pedagogical essays "The Varmint." Stover at the end of his third year in Lawrenceville had run the gamut of devilish invention. On general principles the authorities had decided that the good of the school demanded that he be separated from his environment. But the old Roman, who had watched him grow, decided that Stover's talents and knowledge of the devious ways of adolescence, placed the boy in the leadership class, and much to Stover's surprise, instead of dismissing him, the wise old Roman quietly informed the boy that he had been looking for years for a boy of his capacity, and had decided that the discipline of the house called for just such a vigorous administration as Stover could give it. Said the old Roman, "Will you take it?" Stover took it, and to this day the strength of that administration is tradition. No such discipline had been known. And in the process Stover found himself. A great story, and a true one. Every man here who knows and loves boys can match it over and over.

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The secondary school must reach these boys, even if the traditional curriculum must be twisted, and our sense of the eternal verities outraged. If they are not reached, the school stands in the unenviable position of contributing to the development of a too prevalent class of social parasites who prey upon our public life.

3. *Relations of Colleges and Secondary Schools.*

A third problem of the secondary school is found in its relation to college entrance. In theory, very definite relations on this subject prevail. A few colleges still require entrance examinations, which nominally serve to hold up the standards of entrance. In their application, however, there is the widest latitude. As President Pritchett shows in a recent report, more than half of the candidates admitted to the undergraduate courses of Harvard, Yale, Princeton, and Columbia last fall were conditioned, that is, failed to pass the entrance examinations. The percentage was 55. He further states that the percentage of failure for 1908 was higher.

As a result of the study of this condition, Dr. Pritchett further says that the colleges are tending toward "a policy marked by two important features: (1) freedom for the secondary school in choice of studies and in methods of teaching, so that it may make its work inspiring and fruitful to those who resort to it, the majority of whom will not enter college; (2) insistence by the college merely upon the attainment by the student in the secondary school of an adequate intellectual training within large limits, irrespective of the details through which it may have been procured."

Dean Brownson, in the School Review for October, 1910, has considered this subject at length, and seems to make his point clear, that entrance examinations are but a poor test of a boy's fitness to enter college. He further urges that the practice of accepting a majority of their entering students on condition, is an admission that "their examination test is inadequate and inconclusive."

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The recent changes in the plans of Harvard with reference to admissions have been so widely commented upon, that it is unnecessary at this time to do more than call attention to the evident conviction of the Harvard authorities upon this subject. As a matter of fact, a modified certificate plan has been on trial for some time, in relations between Harvard and some of the better known schools, both east and west. The final word in the consideration of the entrance qualifications of the students in these schools is found in the letter of the principal of the school, endorsing the scholarly attitude and general capacity for education of the candidate. So far as I know the plan has been successful; it certainly was so in the experience of Shortridge High School.

Dean Brownson urges the general adoption of the certificate plan of the North Central Association, and presents the arguments in its favor in a way to inspire hearty approval from this Association. With a strict adherence to the spirit, if not to the letter, of the certificate plan, one of our serious problems in relation to college entrance would be solved.

It is to an existing anomalous condition that your attention is called. In Indiana, and it would seem, in other states of central territory, at least two standards are maintained. In fact, in Indiana, it will not be difficult to show that three standards have been maintained. The first is the reasonably high, but liberal and not impracticable standard set by this Association, whereby the schools certified are automatically recommended to the institutions accepting our standards. The second standard is that set by the State Board of Education as a basis for a secondary school "commission." This standard is vague and uncertain. It lays down no lines; it is operated largely on the impressions derived by members of the Board during a single, hasty visit. A commission is often issued as a means of encouragement, not necessarily as a recognition of accomplishment. Naturally the list of commissioned high schools is long. It is rarely that a school asking a commission fails

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to get it. There is but one class of commissioned schools. The school at Podunk is classed with the school at Ft. Wayne. What does the commission carry with it? First, and mainly, the graduates of a commissioned high school may enter a higher State institution without examination. The non-state colleges, to get any students, must accept them on the same terms.

Until quite recently, the diploma of the high school was sufficient evidence of preparation. Now, however, the usual statement of subjects pursued is asked for. In practice, as a rule, the higher institutions are quite insistent upon the number of units of credit, but are still very liberal as to the content of a unit. In most cases, also, students with high school diploma, but short in some of the entrance requirements of the college, have been admitted on condition. But in some cases, up to last June in Indiana, students were admitted apparently without reference to entrance requirements or their equivalents. It was demoralizing in its influence on the high school to have its efforts at maintaining high standards met by an indifferent college requirement, but it was extremely demoralizing to have the college offer a safe retreat for the indifferent student who would not even earn a diploma from the high school. And this was the third standard which was set by some of the higher institutions in the State. It manifested itself in the practice of taking practically any one who came along with a smattering of high school training, rushing him through a catch-up course which made about two years in one, and giving him sophomore rank at the opening of the second year. In the case of one school, at least, the effect upon school standards was pernicious in the extreme. Boys who would not work, left school with from seven to thirteen units of credit, after a more or less turbulent career of three or even four years. They applied for admission to college, and were received on the terms stated, over the protest of the school. The effect on the college so accepting students is easy to understand. The freshman class was larger than ever. The advertising val-

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ue of this fact was not overlooked. But the standards of the college could not escape criticism, and the following years saw fewer students of quality entering the offending colleges, while those institutions which lived up to their catalogue representations received an increasing number of those best prepared.

The history of the campaign of education in Indiana, by which the third standard was exposed, and, if we may believe the colleges, finally abandoned, is interesting if not instructive. Whether it has application to other states, the representatives of those states will know best.

As briefly as possible, the facts are here presented: In the fall of 1909, the English faculties of the Indiana colleges gave a written examination to all freshmen, using the same questions in all colleges simultaneously. The result of the examination led the college men to arraign the high school teaching of English as entirely ineffective. It happened that Shortridge High School, while low in the scale of excellence, was first on the list. It was imperative that the causes be examined, and the best explanation available brought out.

We found 46 freshmen charged to us in 6 colleges. Of these 46—Those rated A numbered 14; 30%+.
Those rated B numbered 9; 19%+.
Those rated C numbered 13; 28%+.
Those rated D numbered 10; 21%+.

The ratings "A," "B," and "C" were considered passing, the rating "D" failure. It may be said that each college rated its own papers by its own standards.

We carefully reviewed the English grades and general school standing of each one of the 46 pupils charged to us. Of the 46 we should have certified only 15 to colleges outside of Indiana, as well prepared for college. Of the remaining 31, there were 6 who were not graduates of our high school or of any other so far as I am informed. The remaining 25 had been accepted by the colleges, as graduates of a commissioned high school, without the endorsement of the school as to fitness to do college work.

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We called upon the colleges for the semester grades in English of each student, and found that in practically every case the standings in school and college were within very narrow limits the same. A comparison of the ranking in school and college with the ranking in the English examination revealed such wide variation as to render either the standards of the school and college, or of the examination, valueless as a measure of efficiency.

In the discussion which followed, the ground was taken by the school that only 15 out of 46 were students of certificate character; that a large number of the graduates of 1909 had been certified to other colleges outside of Indiana, and that our reputation outside of the State where we could control our college representation was good. We asked the colleges, in their own interest, as well as ours, to demand the school's certificate in addition to the diploma and statement of courses carried, and urged the point that in a city school whose main business is to prepare students for life, those graduates desiring to enter college should be able to show by the school's certificate that they had done the work of special preparation required, and were able to prove their ability to do college work. The following points were conceded us:

(1) The colleges agreed to refuse students who came from the high schools before completing the requirements for graduation, unless they brought the statement of the head of the school that conditions warranted a changed environment. It is possible that this agreement has been lived up to, at least to the extent of classification of freshmen.

(2) In subsequent examinations the papers were to be marked by a committee, and not by the standards prevailing in the various institutions.

(3) An effort would be made to make the questions of a general character, such that variation of method would not increase the chance of failure.

The examination was given to the freshmen again in the fall of 1910. The questions were not difficult, but

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were of so formal a character that a class of special pupils just out of the grades who were given the test, passed a much better examination than the freshmen in college who had graduated from Shortridge last June. The results of the examination of the freshmen follow:

1909—A=14=30%.
B= 9=19%.
C=13=28%.
D=10=21%.
—
46

1910—A= 6= 8%+.
B=21=30%+.
C=28=40%+.
D=14=20%+.
—
69

There were 69 charged to Shortridge high school. Of these, not to exceed 15 would have been certified to colleges outside of Indiana. The remaining 54 were accepted by the colleges as graduates of a commissioned high school. The Shortridge students were well up in the list, but Noblesville high school with some 9 freshmen ranked the highest.

As in the former case, with a single exception, the case of a girl who was a good student in high school, but who, on account of social distractions, did poor work in college, the records of the Shortridge students through high school corresponded almost exactly with their records during the last semester in college. As before, the results of the examination bore no relation to the capacities of the students as shown by school and college work. Some of the best students were low in the examination, some of the mediocre ones were high.

These specific facts are given, not in complaint of any institution, but for the purpose of pointing out that false

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standards prevail in Indiana in the relations of colleges and secondary schools. There is reason to believe that this condition is not confined to Indiana, if we may believe what we hear from time to time on the floor of this Association, and in similar educational discussions. Incidentally, the experiences related serve to verify the statements already made, that the examination standard of admission to college is, to say the least, uncertain.

The problem, then, is to devise a plan of mutual cooperation between the secondary school and college which recognizes the following general principles: that graduation from high school and preparation for college are not necessarily identical; that there is such a thing as the academic mind as distinct from the mind otherwise gifted; that just as there are kinds of genius, so must there be varieties of means of training genius; and finally, that college life, for one not suited to grasp its meaning and utilize its lessons, is a distinct hindrance to success. When colleges become more democratic in their entrance conditions, recognize the variety of mental timber which demands admission, and offer to each individual opportunities suited to his needs and capacity, then, and then only, will they be justified in the claim that every child is entitled to pass up freely from grade to grade from the primary school to the university.

The solution of this problem lies in intelligent and sympathetic study of the material which makes up the student body, and an intimate knowledge of the process of adapting the means of education to the needs of individuals. This can only be accomplished by the united efforts of the college and the school, putting aside all other considerations than the best interests of young people. To this end, the college must be satisfied with quality, not quantity, in its enrollment; and the high school must be strong enough to stand firmly on what it knows to be best, and refuse to be influenced by the importunities or threats of misguided parents and friends.

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4. *Teachers for Secondary Schools.*

Professor Bagley's address at the University of Chicago conference last November, reprinted in the School Review for February, 1911 is of timely importance. In it he states clearly the limitation of "college domination" of the high school. In North Central territory, as he shows, this domination is largely due to the limited preparation of high school teachers. Too much time proportionally has been spent on the content of their special training, not enough time has been given to the consideration of the presentation of their subjects to young people of high school ages. As a consequence, it is the rule among the younger teachers to reproduce for their classes the notebook outlines of college courses. Some of them learn better as they watch the effect upon their students, but many time-servers get no farther into the merits of the case. They show no progress, and much of their teaching is ineffective. It is probably true, as Dr. Bagley says, that specific entrance requirements help to safeguard the content of high school courses of study. It is likewise true, as he concludes, that entrance requirements should be subsidiary, and in no wise the leading purpose of high school teaching. Unfortunately, the absence of professional training in high school teachers is so universal that practically every discussion of procedure is continually evoking the statement that it is questionable whether the proposed plan will meet the approval of the colleges, or words to that effect.

But bad as is the present situation with the teachers available, a more serious problem is found in the alarming dearth of even reasonably well prepared teachers, as compared with the possibilities of fifteen or twenty years ago. Apart from educational equipment, the same personal qualities which make success in business, are essential for success in school work. Coupled with the extension of business opportunities, offering greater remuneration, there is an increased demand for teachers to provide the rapidly growing high school needs. The per capita cost of high

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school teaching in our cities is growing much more rapidly than is the grade school cost, and the total cost of the high school is unquestionably approaching a per cent of the total school funds available, which is looked upon with suspicion by economists who believe that the early years of education at public expense are most important. The effect of all this is well known. High school salaries have not increased in proportion to the expenses of high school teachers, and the more fortunate schools are gathering up the best teachers from the less fortunate schools which have limited financial support. Added to this, there is a constant effort to equalize the pay of men and women in school service. With this no one can quarrel, provided satisfactory men and women are equally available, and provided further, that men and women are equally suited to do all the work of the school. But every high school principal knows that women are better adapted by nature for some phases of school work in our mixed schools, while men are better fitted for other phases. Every properly equipped school must have a well balanced corps of teachers. The problem, then, is not one of sentiment or chivalry; it is economic. Available women are far more numerous than men desirable for school service. It is, then, a question of supply and demand. Men insist upon, and can get, more pay than women of corresponding grades of availability. However, it is so difficult to secure men of the same capacity for service to fill vacancies in schools, that women have unfairly accused principals of unfriendly prejudice. In presenting and defending this rather dangerous proposition, it should be said in justice to the writer, that he favors a more liberal policy than the public purse has yet been willing to concede, and would be among the first to rejoice in a policy which would put both men and women engaged in the high calling of teaching on a plane of financial independence, or if that is too utopian, of such independence, that the pay of the school year is comparable with that of the yearly compensation of the average successful professional man or woman.

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But there is another phase of the subject which is causing concern to high school authorities. It grows out of the inclusion of commercial, industrial, and vocational courses in high schools. Colleges are not doing much toward preparation of teachers for these courses. This Association, through a resolution by its Board of Inspectors adopted at the last meeting, (see pp. 62-3 Proceedings 1910) has called attention to this situation.

But in addition to the lack of college graduates prepared to teach these subjects in high schools, there is a general lack of college teachers competent to prepare them. More than this, the supply of non-college men, of a type suited to the educational, ethical, and esthetic standards of the schools, is alarmingly meagre. The pay is too small, the opportunities for personal advancement are too limited, and individual freedom too restricted to encourage many desirable men or women to do the school work as they are able. It is a common thing for the graduates of technical schools to be engaged for better paying positions than the schools offer, before their graduation, and in almost any line of work, the competent workman cannot afford to take the lower pay of the school. It comes to this, therefore,—an important work for the improvement of the condition of the youth of our land must be looked upon, not as a profitable business to which the energies and talents of our best craftsmen can be turned, but rather as a semi-philanthropic enterprise, in which some people will engage because they wish to render a public service and are willing to sacrifice to that end. It is not my purpose to be pessimistic regarding these questions, but the conditions of a generation ago have changed. Public appreciation of the change has not yet reached a point, where a reasonable solution can be applied. As long as industrial and commercial development goes on at its present rate, it is doubtful whether the colleges, even with the equipment in apparatus and teachers, will be able to induce a large enrollment of students in courses preparatory for the needs of this field of high school activity.

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The only thing which will bring relief is a frank recognition of the fact that the laborer is worthy of his hire, and that competent teachers can be secured only by raising the scale of compensation above that of common labor. For the social demands on the teacher are at present far beyond his capacity to meet them, and self-respecting men and women demand that the great life purposes, to be taught successfully, must be experienced and lived by the teacher.

In conclusion, let me say that there are many and grave problems of organization and administration which have been met and have been solved or are in process of solution, by our secondary schools. There are many more which already call for consideration, and if we may judge by analogy and experience, yet more will arise as we recognize the bearing of secondary schools upon our life interests. I have attempted to call attention to four things, which seem just now to be worthy of your thoughtful consideration. (1) The elective system must be extended to meet the more varied needs of the growing constituency of our secondary schools, but election must have a definite purpose, and must be controlled by wise and thoughtful consideration of the needs of the individual. (2) It is the business of public education to do what it can to render efficient every individual, according to his peculiar abilities. To that end his time must be conserved, and he must be brought by the most direct route to the particular educational opportunity which will best utilize his powers and render them subservient to life's serious purposes. We must avoid trying to spoil a workman in the effort to make a scholar, or the reverse. (3) Colleges must either assist the secondary school in maintaining standards of efficiency, or they must liberalize their estimate of the quality of secondary work, and meet the product of these schools with broader opportunities for the cosmopolitan character of their individual tendencies. (4) There is an alarming and increasing lack of efficient teachers, especially men, for secondary schools. This is

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particularly true of men prepared for the newer lines of work. Colleges are not yet equipped to prepare these teachers, and if they were, the meagre compensation of the teacher as against the larger expectation of commercial life offers small hope of relief. The only solution of this difficulty lies in the recognition of the high quality of the teacher's service, and in lifting that service from the plane of semi-philanthropy to that of a real profession.

The report of the Executive Committee was then presented by the Secretary.

REPORT OF EXECUTIVE COMMITTEE

The Executive Committee has the following applications for institutional membership to present to the Association:

Fargo College, Fargo, North Dakota; Milwaukee Downer College, Milwaukee, Wisconsin; Western College for Women, Oxford, Ohio.

Also the application of the following individuals for membership:

Mr. George W. Benton, Indianapolis, Indiana; President George E. MacLean, Iowa City, Iowa; President C. A. Dunaway, Missoula, Montana; Inspector W. A. Jessup, Bloomington, Indiana; Supt. E. O. Holland, Louisville, Kentucky.

The following applications were laid over from last year and they were last night by the Executive Committee referred to the Commission on Accredited Schools and Colleges for report:

Toledo University, Toledo, Ohio; Emporia College, Emporia, Kansas; Des Moines College, Des Moines, Iowa.

On motion, the report was adopted.

Later in the meeting the Executive Committee made the following additional report, which was adopted.

The following were presented for membership in the Association:

Manual Training High School, of Indianapolis, Indiana, as an institutional member

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And the following as individual members:

Professor Willard C. MacNaul, of Northwestern College, Naperville, Illinois; Principal J. E. Armstrong, Englewood High School, Chicago; Mr. George Rockwood, Austin High School, Chicago; Principal Spencer R. Smith, Wendell Phillips High School, Chicago; Dr. H. H. Maynard, Coe College, Cedar Rapids, Iowa; Mr. Oliver O. Young, Superintendent of Public Instruction, Pierre, South Dakota; Principal O. S. Westcott, Waller High School, Chicago; Principal Thomas Lloyd Jones, High School, Madison, Wisconsin; Principal Flora J. Cook, F. W. Parker School, Chicago.

TREASURER'S REPORT

The Treasurer, Principal J. E. Armstrong, of the Englewood High School, Chicago, presented the following report:

REPORT OF THE TREASURER OF THE ASSOCIATION FOR THE YEAR ENDING MARCH 24, 1911.

Receipts.

Cash on hand at date of the last report	$ 286.53
Sale of reports	20.00
From one hundred and fourteen $3 memberships	342.00
From thirty-one $5 memberships	155.00
From twenty-four $10 memberships	240.00
Total	1043.53

Disbursements

Printing	$ 496.94
Services of stenographers and clerks	208.75
Expenses of committees	73.34
Exchange on checks	4.00
Postage and stationery	20.00
Membership in National Conference	10.00
Total	$ 813.03
Cash on hand at this date	$ 230.50

J. E. ARMSTRONG,
Treas.

On motion, the report was referred to the auditing committee.

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REPORT OF COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Professor Clarence A. Waldo, Washington University, St. Louis, Missouri, presented the following report:

Your Committee on College Athletics begs leave to submit the following report:

In order to put before you a fairly accurate picture of existing conditions your committee has corresponded with well informed college men in the East, in Ohio, in the Chicago and Missouri Valley Conferences, and in the new North Western Conference, embracing the states of Washington, Oregon, and Idaho. There have, of course, been other sources of information, including the daily press.

Last year it cost Harvard $127,945 to run athletics, or about $425 a day for the college season of ten months. $31,000 went to foot-ball, about $1,000 per man on the squad. Base-ball cost $11,000, rowing $15,500, track $9,000.

During 1910 Yale spent about $165,000. $40,000 for foot-ball, or $2,500 for every man against Harvard or Princeton. Base-ball $23,000, rowing $20,000, track $13,500.

Says Dean Briggs of Harvard, "The cost of organized athletics is almost scandalous." He urges that something be done to interest all students in athletic sports and continues, "In spite of large receipts from base-ball and enormous receipts from foot-ball, the Harvard Athletic Association, after moderate payment toward the permanent improvement of Soldiers' Field, can barely meet its bills. Captains, managers, and coaches incline to throw aside equipment that is highly serviceable and almost new, and to buy at great expense something wholly new and a shade better: they tend to encourage and exaggerate fastidiousness in hotel accommodations, in food, and in clothing: they too often require for themselves and their men such luxuries of the table and of transportation as none but the rich can afford. It is things like these that give a handle

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to the enemy of athletic sports and hamper or even pauperize strong men." If this is true of Harvard with expenses one third greater, what of Yale? Need more be said to demonstrate the sinister effects in our colleges of commercialized athletics? In the East the crisis cannot be far away. The gate must go and our athletics must return again to simple and healthy conditions such as prevailed when some of us here played college base-ball in the open fields.

Brown is the one large New England institution that does not disqualify for participation in professional base-ball but draws the line at the National agreement and the Tri-State League. Just why the line should be thus drawn is not quite clear unless it is that men under the National agreement or bound by the Tri-State League would find it very difficult to conceal their identity. The report at hand is from the Professor of Physical Training and Supervisor of Athletics. He is sure that none of his base-ball team is paid, that their scholarship is above the average, that more men are in athletics since some restrictions were removed, that their moral tone is improving, that their relations with other institutions are excellent, and that President, Dean, and Director believe the Brown plan a thorough success. Yet there *is* another side to this. If Brown is convinced that amateurism is bad and professionalism good, why draw the line at the National agreement and the Tri-State League? Last November Brown defeated Yale at foot-ball, yet does any one place the Brown team among the strong ones of the East? Not at all. The Yale-Brown game was simply amateur against professional and does not count among ordinary college contests. Brown is isolated, her men must be debarred from amateur contests and her best athletes must gravitate more strongly than those of other colleges toward the ranks of seasoned professionals.

At Amherst, Williams, and Wesleyan the amateur rule stands, but the candidate is not asked to sign up. However, ascertained transgressions of the amateur rule are

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punished by exclusion. At Dartmouth amateurism is strictly enforced. A prominent professor from one of these colleges writes, "The action of Brown in throwing over the rule, some years ago, and falling in line with a considerable number of other New England colleges has had a bad effect upon the college world, I think." He believes that truth telling at Brown has improved because there is no occasion to falsify but that the lapse into professionalism is bad.

In Ohio the summer base-ball player is not an issue, commercialism has ceased, confidence has increased, courtesy is the custom, ringers and professionals have disappeared. The worst feature is the influence of the coach in training a team for one object—to win. The new Constitution of the Ohio State Conference sets forth certain specific aims that should be widely copied. As the new instrument was adopted in October, 1910, some of these aims are worth quoting to show the trend of recent athletic thought. These then are some of the aims:

a. The proper subordination of athletics to the regular scholastic work of the colleges, and the encouragement of a high standard of scholarship among athletes.

b. The encouragement of the spirit of amateurism and the discouragement not only of technical professionalism but also of all conduct tending to introduce or foster the spirit of professionalism and commercialism in athletics.

c. The encouragement of the highest ideals of sportsmanship and gentlemanly conduct in members of opposing teams and their supporters.

These are up to date and have the true ring.

One of the leading experts of the Chicago Conference believes there is no improvement in the summer base-ball situation. Yet he believes that commercialism is declining, that honor among students is increasing, that courtesy at games is more in evidence, that ringers and professionals are disappearing, that there is a growing tendency to provide for rational home contests among classes and departments. Another witness in a key position in another of the Chicago Conference states agrees very closely with the

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foregoing, but thinks the spectacular side of athletics is still far too much in vogue. Both are optimistic and believe that the probationary year and scholastic standards have nearly eliminated the worst things against which we have been contending.

On December 3rd, 1910, the Chicago Conference adopted some important resolutions which will go far towards an establishment of sane intercollegiate relations. The first two of these resolutions read as follows:

1. The members of this Conference agree not to hold athletic relations with Universities or Colleges that have been members of this Conference and have withdrawn therefrom, or being members now or hereafter, shall withdraw therefrom, until reinstated therein.

2. The members of this Conference will maintain athletic relations in foot-ball and base-ball with Universities and Colleges in the Middle West only except as to existing contracts.

At the same time there were other agreements entered into that will bind the eight closer together in mutual good work and will practically eliminate offensive partisanship from future contests. Commenting upon these resolutions a well known journalist and athletic critic said:

"The Chicago Conference Colleges were the pioneers of Middle Western college sport and remain its mainstay. While Harvard and Yale and other of the Eastern Colleges are tolerating professionalizing summer base-ball and preliminary foot-ball practice, the Conference Colleges have stopped both. They forbade all preliminary training prior to the opening of the College term; they cut out the training table and the training quarters; they limited the number of foot-ball matches that the game might not absorb too much of the student's time. In a word, they have done more than any other group of colleges or organization in America to put college sport where it belongs—clean and subordinated to the real work of college life."

The Missouri Valley Conference has had its own problem to work out. The maintenance of amateur stand-

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ards has been more difficult than in neighboring sections farther East. Yet in the main, it has largely profited by the experience of the older group and has agreed with its conclusions. More of the pioneer spirit is found West than East of the Mississippi,—a spirit of hardihood and adventure, always restless under conventional restrictions. Yet once convinced, these people are fearless in their advocacy of the right, and earnest and tireless in their pursuit of their ideals.

But from our farthest Northern States comes the news of the latest interstate athletic Bund, the "Pacific Northwest Intercollegiate Conference," organized Dec. 28, 1910. Strong and excellent as their articles of agreement certainly are, they are punctuated by many interesting novelties. For instance the reinstatement of a student who has lost his amateur standing is not referred to the Conference for final action but to the athletic committee of his own college. The Conference is not a close corporation, but any institution in that region may become a member by making application and subscribing to the constitution.

Again "the fact that a student is repeating the work of a delinquent subject shall not be considered as removing the delinquency." Among the older conference colleges the opposite idea has unfortunately to some extent prevailed. This latest member of the sisterhood of athletic conferences stands squarely on the amateur rule. It says "No student shall compete in any athletic contest in this conference who is not an amateur." Then follows a drastic definition of the word "amateur."

Besides the association cited, there is the important Southern Conference, also the new Texas Conference and the Rocky Mountain Conference. Both of the latter do not yet distinctly disqualify on account of participation in summer base-ball. Numerous state organizations might be cited which reflect more definitely local conditions. The Rocky Mountain conference is substantially a state organization, for there are in it with one exception, the University of Utah, only Colorado Colleges.

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Most of us remember the time when spectators united with the players to defeat the visiting team. Swarming over the fields, interfering with the players, insulting the pitcher, organized rooting to unnerve the invaders,—were some of the things outraging all sense of fairness. We can gratefully record these as things of the past. Faculty squabbles, ringers, and the baser forms of professionalism are no longer reported. Inducing has diminished but has not entirely disappeared. Scholarship standards are more rigorously enforced, and the type of man on intercollegiate teams, both East and West, is improving. Yet many things remain to be done before we can feel satisfied with college athletic conditions, and these things must be most earnestly labored for, for they will not come of their own accord.

Of our remaining bad practices, our money getting and our money spending are among the least defensible. No college in the North Central States can boast an income of $160,000 from athletics, but in many cases receipts do run from five to fifty thousand, perhaps more in one or two cases. Upon these revenues our intercollegiate system is built. To secure them we go into the show business and exhibit our most skillful performers at so much per head.

The most profitable sport is foot-ball, and where some particular foot-ball artist is of special value he would often receive fabulous rewards for his services, if faculties did not interfere, because he is so efficient in enlarging the gate receipts. The general outside public, especially the local public, and local press, find little of interest in an institution except in its athletic shows for the staging of which the college grounds and buildings form a convenient theater. For this entertainment the public is willing to pay roundly as it would be for a comedy or circus. The loyalty of an average student is also tested by the amount he contributes to see his champions perform. The financial side is always in evidence. A student manager is no good unless he can secure with his contracts exorbitant guarantees or contests that will crowd the stands. Preparations for exhibitions absorb the time and strength of the par-

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ticipants, be they players or managers, and leave them little respite for the ordinary work of the college.

At Columbia a young manager during one season handled $80,000 for his Association and exhibited to Dr. R. S. Woodward, now director of the Carnegie Institution, a fine gold chronometer presented as a token of esteem by admiring students and alumni; but the professor cruelly refused to accept watch and resolutions as a substitute for applied mechanics.

Why can't we see ourselves as others see us? Among the splendid educational institutions of Germany and Great Britain from which come most of our higher educational models you will look in vain for anything like our practice of opening college grounds and buildings to mercenary exhibitions of students in debate, theatricals, and athletics. It is the necessity of this revenue from performances made spectacular to attract the spectator with the coveted dollar that fastens upon us a wrong system of athletics and makes it so difficult to reform it. And what do we do with this money when we get it? Suppose we grant that none is paid to the athlete in cash, in board, or in lodging, though for expenditure of that kind there is certainly some justification on the basis that a "laborer is worthy of his hire." The money comes into the hands of faculty and students and for its expenditure all are responsible. Five thousand is not too high for a successful coach whose main business is to select men already fit and in little need of further physical development, make gladiators of them, and spoil them as students. Smaller amounts go to assistant coaches, trainers, rubbers, waiters, and the like. Large amounts are spent for athletic suits, caps, shoes, armor, sweaters, blankets, bats, balls, and other equipment, traveling expenses, including Pullmans, rich fare, first class hotels, automobiles, cabs, and other luxuries.

Contracts and expenditures based on gate receipts are undertaken involving many years for their completion, for athletic grounds, grading, tracking, fencing with boards, wire, iron, or stone, club houses, training quarters, grand

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stands, and stadia and colossia rivaling those of the ancients. In these larger operations we often without remorse load the burden of liquidation upon generations of students yet to come and bind ourselves to a system of revenue from which we struggle in vain to free ourselves.

What shall we do? Shall we not cut loose from coaches, trainers, rubbers, attendants, and the like whose job it is to take the physically fit, to train them unnaturally for exhausting spectacles, to teach them how to win by fraud and trickery, and to degrade and professionalize our manly sports? Shall we not ask athletes to pay for their own equipment and take care of it, to pay their own traveling expenses unless institutions as such invite occasional visitors and entertain them and pay their legitimate expenses? The outlay for athletic grounds and all that pertains to them, belongs to institutions and their benefactors as part of a necessary equipment. Let box receipts stop. On festal occasions throw open our athletic gates to our invited guests free of charge.

Let us make an end of a vicious system and drive the money changers from our temples of learning. As a distinguished President said in substance to me recently. "Fifty years from now educators will look back to our times and wonder why we allowed such things to exist." Our duty is to our whole body of students. It is not to exploit for gain the fine physique of a few. Our money and our care should be expended upon those who are weak in body to give them proper development in strength and vigor, to secure to them sound bodies to serve disciplined minds.

This view is rapidly gaining ground. From every quarter one meets the sentiment that our college athletic equipment of instructors, grounds, and buildings is for the whole body of students, not for the elect few alone—to the exclusion of the latter if necessary, for they can take care of themselves. President and trustees, even of state universities, are coming to feel that physical education has as clear a right to equipment and instructors as have the classics and sciences. In this connection one may at least mention

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the profoundly important work in social hygiene now being so widely undertaken in our schools and throughout the country.

In every college and university faculty should there not be among the officers of instruction at least one devoted physician who loves his profession for the moral as well as physical good it enables him to achieve?

Professionalism in college athletics is still an issue, in some sections a burning one. We may well ask, "Can our colleges consistently countenance mercenary athletics or mercenary athletes on their representative teams?"

But it is urged that we cannot help ourselves, for the man who engages in sport for gain will be found on our teams, at least on our base-ball teams, whether we legislate against him or not. If necessary he will lie himself on, and then it is alleged we share his sin by framing up artificial and unjust conditions that tempt him to lie. But are our laws against professionalism artificial and unjust? If they are, then we are involved in the liar's sin; if not then we are not, any more than in the sin of the robber who contends that once on the Rhine robbing was respectable and it should be so now everywhere.

Just now it is the summer base-ball question that confronts us. Shall we continue to exclude from our intercollegiate teams those who earn money during the summer vacation by playing base-ball to earn money for their college expenses if you please?

The summer base-ball player makes a business of his sport. Let him continue to do so if he wishes and thereby provide for his college expenses. None will object, tho few would pronounce it the best way to earn money. But against his admission to college teams we urge four points:

1. Base-ball being shop to him in summer, it would be shop to him in term time. He gives a pure sport a business stamp. He uses business tricks and business morals to win, and by example teaches these to his mates. In short he professionalizes that particular sport and spoils it as a recreation.

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2. It is unjust to other students who do not play for money. They are less expert and have no chance in competition with a professional.

3. It is easier to exclude the summer base-ballist from all college teams than it is to maintain his exclusion from all teams except base-ball. Once on the base-ball team he would quickly push into other teams and more easily professionalize all college sports. Probably the strongest and most influential faculty advocate in the Middle West of opening college teams to summer base-ball players, frankly admits that this step once taken all college teams must soon become professional.

4. It would place the sanction of the college upon the transformation of a recreation into a business and make our colleges the rich recruiting ground for national and sectional professional base-ball and other professional sports.

Is it possible for colleges either actively or passively to occupy such a position?

Colleges are not organized to produce hod carriers, ditch diggers, river roustabouts, negro minstrel artists, circus clowns, or professional base-ball players, however useful, interesting, and ornamental these professions may be. Society can produce them all in their best estate without resorting to the expensive process of a college education. If this is true, then colleges cannot tolerate conditions that necessarily lead to degradation of their product.

For the sake of its coming leaders of thought and action society pours out its treasure with lavish hand for schools of liberal arts, schools of law, of medicine, of engineering, of agriculture, of mining, of scientific research, but what legislator would introduce a bill to create at his state university a school for professional base-ball players or a school for professional foot-ball players, or professional oarsmen? What philanthropist would listen for a moment to a plea to found such a school? You may say that many college graduates sink lower in the scale of service to society than professional ball players. True, but the

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college is not an active agent in degrading them.

Yet the summer base-ball player is clamoring for recognition and in some places he is a burning issue. A few of our most conscientious educators have temporarily capitulated. Fortunately it begins to appear that a solution is in sight. The first suggestion of it comes from a sorely harassed community which has not yet surrendered but is in danger.

From widely separated sources we have heard that noteworthy improvement has been made, especially in the sentiment of great bodies of students. It is believed that the large majority of students, if they could be brought actively into the question, are in favor of clean athletics—clean from professional taint and every meanness. When teams are clean, supporters are proud of the fact and of the record whether victories have been many or few.

From the source mentioned above a request comes for one concession; namely, that men, only technically ineligible, shall by Conference action be restored to amateur standing. This being granted, and there seem to be no good reasons to refuse it, a committee on eligibility can be formed from the strongest, most influential, and most reliable men in the college, whose duty thereafter, it shall be to investigate all candidates for University teams and to report upon them to the faculty committee which can investigate further if it desires.

Nothing so hopeful as this has ever been proposed. It bids fair to bring students and faculty once more into thorough harmony and to stifle the clamor of those who are trying to overturn an excellent and well founded college tradition; namely, amateurism for collegians.

With commercialism and professionalism out of the way how long do you suppose the bruising and crippling American foot-ball game would remain, to the wonder, astonishment, and pity of sport loving educators of other lands? Just one change is needed and the thing ends: abolish interference and we would no longer see two tons of bone and muscle meet with crushing grinding force upon

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the gridiron, but a new and rational game would arise in the playing of which all kinds of students big and little, tall and short, could race and romp and accumulate health, strength, and buoyancy to their hearts' content.

In conclusion we would suggest the following as a summation of our needs:

Less business, more sport; less sitting on bleachers, more active participation; less rah rahing, more systematic use of the muscles; less developing of the few, more healthful development of the many; less exaltation of the athlete, more attention to the scholar; less special privileges and exemptions to university teams; more systematic provision of instructors, appliances, and scheduled hours together with graded and required athletics for the many; fewer intercollegiate contests, more interclass and interdepartmental; less exploitation of the time and muscle of the student to obtain money, a process for which the college can offer no justification, more appropriation from regular sources for pressing needs in the correct exercising of students; less dabbling in the physical development of men, more recognition of the problem and more serious and systematic effort in its solution; less record chasing, more body building; finally, less time and attention to barbaric spectacles, more time to scientific physical education.

Because of a series of unusual and unavoidable circumstances this report was not submitted to the committee before being read. By vote of the Association the Chairman of the Committee was allowed to submit the report by mail to the other members and to add their comments and discussions to the report as read. It is a matter of peculiar satisfaction that the following illuminating remarks can be made part of the paper.

Lafayette, Indiana.

I have read the inclosed report and it seems O. K. with the exception of the part on the abolition of interference in football. This seems to be rather too optimistic. Is the

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report too severe on Brown? Perhaps not. I was sorry I could not be at Chicago.

Yours very truly,

T. F. MORAN.

Purdue.

Delaware, Ohio.

In general I am in harmonv with the report; but there are a few criticisms or questions which I should raise. Some are merely incidental, none are very important.

The view is expressed that college baseball is "shop" to the professional. I maintain that it is shop to every man on the team.

It is asserted that the professional will displace the amateur in competition for the team. This argument would have much more weight if the whole principle of competitive athletics was not to select for the teams and for intensive training the men who least need it. But I only partially grant the point. The fact that a man professionalizes himself does not make any fundamental change in the man or in his playing. If the man is fit to be in college, is a bona fide student, and is keeping up his college work, it seems to me a matter of little importance whether he receives money or not for his summer playing. In the Ohio Conference we have reached the reductio ad absurdum of disqualifying a man because some *other* member of the team receives money. This is because we can locate it better. The whole situation is rotten; and I believe that the anti-professional crusade is largely un-democratic, —based on the English distinction of the "gentleman" in which gentleness depends largely on pounds sterling.

In Ohio the argument is often advanced that professionalism in one sport should not disqualify a man in other sports. A professional baseball player would be excluded *only* from baseball instead of "from all but baseball."

I take no stock in football without intereference. An American audience which has seen the scientific American game will never accept the *same* game minus the science. I

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consider the replacement of football by some other game as very much more possible.

I have little faith in any remedy as being really effective in controlling intercollegiate athletics short of abolishing them. It is like the drink problem. Most of us believe that moderate drinking is no serious evil; but the American people will not drink moderately. Therefore the prohibition progress. I suppose a Constitutional amendment doing away with intercollegiate athletics is too good to be true; but the athletic organization is getting sufficiently inflated to give some hope of one big burst in the not so very distant future. May the Lord speed the time.

Yours disgustedly,

EDWARD L. RICE.

Ohio Wesleyan University.

Madison, Wisconsin.

I have given considerable attention to the report on athletics. While I agree with it in general as to the undesirable features in intercollegiate athletics and as to fundamental results desired, I do not feel like signing it. This is primarily because I do not agree with it in regard to the relative importance of various phases of the subject or in the hopelessness of the situation in this part of the country.

It seems to me that if the situation is so discouraging as the report sets forth, the only practicable way to eliminate the evils is aboslutely to abolish intercollegiate athletics. I have little sympathy with the attempt to establish and enforce a lot of technical rules regarding professionalism and other such matters. If intercollegiate athletics cannot be conducted on the basis of a few simple rules, then I am in favor of abolishing such sports. The question of playing summer baseball for money is one of these. So far as the fairness is concerned of playing men on a baseball team who have had a large amount of practice in their youth or in summer vacation, I do not see what difference it makes whether a man has played for money or not, and

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yet money consideration seems to be the only technical definition of professionalism. What we want, in my judgment, is to know that the students who are playing on our teams in intercollegiate sports are attending school for the primary purpose of an education, and are making a success at that business. Intercollegiate athletics should, in my judgment, be made of secondary importance to general athletic sports in the institution itself. I still believe this can be done without so much expenditure of time and energy on the part of school authorities.

Some of the essential requirements to accomplish this are, I believe, as follows:

1. Satisfactory scholastic requirements (I believe those now in force in this institution are sufficient.)

2. Limitation of participation on intercollegiate teams to *one*, or at most, *two* years.

3. Residence as now required.

4. Small, or no gate receipts.

5. Some adequate provision on the part of schools themselves for the encouragement and development of general athletic sports.

6. Absolute control of finances by university authorities.

All of the rules involved in the above suggestions are easily enforced as the actual records of the students are readily available. It seems to me to be much more important to avoid the development of professionalism *in* college rather than to search with a fine toothed comb for professionalism *before entering* college.

The above suggested regulations would, I believe, tend strongly to accomplish the desired object. I will not, however, attempt to present further arguments as I am something of an "amateur" in matters athletic.

Yours very truly,

F. E. TURNEAURE,
Dean, College of Engineering,
University of Wisconsin.

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Iowa City, Iowa.

I have read with genuine interest the paper which was submitted to the meeting in Chicago, and I would say in the beginning that I agree entirely with every thing that appears in the paper and so possibly it is of no use for me to make any suggestion with respect to the report. So far as the substance of the report is concerned I do not think of anything which should be added to it.

Would it not be an advantage to call attention more briefly to the fact that the enormous expenditure of money still continues in the larger institutions. It seems to me we should give a note of encouragement emphasizing the fact that through the formation of various Conferences there is a genuine movement on foot to control athletics more closely. The fact cited of the unusual expenses of coaches, trainers, and men, compared to the expenses of these individuals when they are paying their own way, might furnish a particular encouragement to institutions to cope with this evil.

It does not seem to me that the large receipts received for athletics are necessarily to be considered an evil for institutions. They are confronted with two problems: in some institutions they do not know how to make money enough to carry the various secondary branches of athletics, in others the attendance upon athletic events is so large that there is no way of limiting crowds whatever the fee charged may be.

I am very sure that the principal things to be insisted upon are rigorous scholastic requirements for the athlete, close auditing of finances, more stress on interdepartment contests.

I do not believe here in the middle west we want more *faculty control.* We want more *university control.* More insisting that athletics shall be a department, with the contesting teams as bye products. Less interference on the part of the Alumni.

It seems to me desirable to shorten the Committee report to a statement of facts with a few suggestions that are

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really practical, for we must recognize that the situation should be handled by a process of evolution with a slow growth toward better results. It is no use in suggesting things for which we are not at all prepared.

Yours sincerely,

ARTHUR G. SMITH,
University of Iowa.

Three or four remarks seem to be needed in conclusion:

1. In football the basis of mass-play is interference. Without it mass-play is impossible. There are already in existence several interesting, spectacular (if that is needed), and useful games of football without it. If desirable another could be developed. Do we wish mass-play retained or abolished?

2. The writer of the report is enthusiastically in favor of correct forms of athletics as a source of health, strength, happiness, longevity, and efficiency.

3. He believes in evolution, not revolution; but the evolving must be through wise and correct selection towards logical and preconceived higher forms and ideals, else the evolution may become a devolution.

4. If the reader cares to pursue the subject further, he will find in the Proceedings of the "National Collegiate Athletic Association" most interesting and helpful discussions by Professor T. F. Moran in 1909, and Professor A. G. Smith in 1910, who for ten years or more, have been powerful constructive forces in the improvement of middle west athletic conditions. These reports can be secured from Professor F. W. Nicolson, Wesleyan University, Middletown, Connecticut. The report of 1910 also contains a paper on "The Chronicle of the Amateur Spirit" by Professor R. Taitt McKenzie, M. D., University of Pennsylvania. Published by the Athletic Research Society there is an exhaustive report on Professionalism and Amateurism by Dr. Clark W. Hetherington, Joseph Fels Endowment, 3510, Washington Avenue, Chicago, Illinois. To those who believe that "amateurism" originated in England or

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who fail to see the interests at stake in the discussion of amateurism, these papers are respectfully commended.

C. A. WALDO,
Washington University,
St. Louis, Missouri.

RESOLUTIONS.

Following the reading of his report Professor Waldo introduced the following resolutions:

Resolved, that our colleges should recognize the claims of physical education and should make adequate and systematic provision for the physical departments, including athletic sports, in time and money, to the end that all students shall be under efficient and responsible physical supervision during their undergraduate period.

Resolved, that while intercollegiate athletics are practiced, colleges can not consistently approve of the presence of professional athletes upon their teams.

Resolved, that in intercollegiate football "interference" should be abolished.

On motion of President Harry Pratt Judson it was voted that the resolutions be referred to a special committee to report at the Saturday morning session. The president appointed on this committee, President Harry Pratt Judson, (chairman) University of Chicago; Dean E. W. Davis, University of Nebraska; Professor F. N. Scott, University of Michigan.

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The following paper was presented by Dean Thomas Arkle Clark, of the University of Illinois, who because the man selected found it impossible to appear took the place on the program at the last moment by special request of President Benton.

WHAT SORT OF PEOPLE SHOULD GO TO COLLEGE.

THOMAS ARKLE CLARK, DEAN OF MEN, UNIVERSITY OF ILLINOIS.

The present conditions under which young people go to college are very different from what they were fifty or more years ago, as are also the general motives which induce them to do. In this central west, at least, it was at that time a rather unusual thing for a young man from the farming communities or from the small village to seek a college education, and his determination to do so awakened general interest and stimulated remark. It was not without much deliberation that a young person determined upon such a course, and it was not without distinct talent and definite purpose that he entered upon it. The opportunities also for preparation for college were meager and the requirements for admission for those who brought themselves to the point of taking a college course were, as compared with what they are now, narrow in their scope and limited in extent.

As has already been said this morning, the young person who was entering college at this time did so with the definite intention, usually, of preparing for one of the professions—law, medicine, the ministry, or teaching, perhaps. It was not, as a young man confessed to me only a short time ago was his purpose, that he might have a few pleasant and unenergetic years before getting down to the real work of life.

Now everything is different. The preparation required for college is more varied in character and more

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likely to please the individual taste, though perhaps as a rule it offers considerably less assured intellectual resistance than did that required of our fathers. The course has been so arranged that students may choose what they like, and if anything unpleasant or difficult presents itself there are usually opportunities which show themselves to the clever student whereby these subjects may be passed by on the other side, as did a certain priest who did not care to burden himself with an unfortunate but annoying stranger.

Opportunity is not now lacking. In former years young people had often to go far to avail themselves of the advantages of an academy, and they had, too, to make the most serious effort to accomplish their purposes. Now there is a high school in every village whose courses are too often and too completely, some of us think, constructed and conducted for the purpose of preparing young men and women to enter college. We preach the doctrine that the opportunities for a college education are before every one's door, and we make it a very easy inference that since the high schools of the country are dominated in the planning of their courses by what is good or necessary for those who expect to enter college, and since colleges are everywhere, and all the time more widely developing their offerings and their interests, for these reasons every young person should go to college. I believe for several reasons that the conclusion is a faulty one and that we have in all of our colleges now a good many young men and women who would have done better for themselves, and for the state, or the organization, or the private individual whose generosity is educating them, if they had closed their scholastic training with the high school or even with the grammer school.

Perhaps our colleges are wrongly organized. Perhaps we have failed to see the opportunities for development in the high school graduates who come to our colleges and should modify both our curricula and our requirements for graduation for the benefit of these. I have no doubt but that we could work very necessary improvements if we

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should get at it; but taking the college course as it now is I believe that there are many people who are at present taking a college course or who are urged by their friends to go to college who might better omit that sort of training. We forget sometimes, I am afraid, that there is still much commonplace but necessary work to be done. We need skilled mechanics, and laborers, and workmen of all sorts, and our present system is likely to rob us of these and to give us instead a motely host of second rate professional men who curse the college because it has not made them great and fitted them to become distinguished in a line of work for which they were never intended. It seems a pity to me that we are often spoiling good bricklayers, and plasterers, and mechanics to make poor engineers; that we are losing good carpenters only to have indifferent architects; and that we are trying to make ministers, and teachers, and scholars out of material which was intended for successful laboring men.

Not all men were intended to be scholars, and a good percentage of those young people who are now in college would be better off if they had gone directly to work from the high school. Mr. Benton in his paper this morning has shown that of those coming from his own school only a limited number would have been certified for college, and of those who would not have been, practically all did badly or failed entirely.

A good part of the time that I as a college officer put in is given to a class of students who either do not take the work of the college seriously or who are unfitted in one way or another to pursue the work of a college course as that work is now organized. I can not say that these students are wholly wasting their time, but I believe in very many cases they could more profitably put in their time at other things. There are certain classes of students who, I think, will *not* be particularly benefited by going to college, and if I should discuss these for a few moments it will perhaps best suggest those who from my point of view would be helped by such a training.

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A good many people who go to college are not fitted mentally to do college work. A number of students have reached their intellectual limit when they get through the high school. They lack ability for the sort of work which the college demands. Those of us who are college officials and who have to do with students find it difficult at times to say directly to the college student or to the parent of the student who comes to see us, "You are really not fitted to do this sort of work" or "Your boy seems to me to lack the ability necessary to pursue the college course." In a committee meeting of which I was the chairman we had the other day a discussion of whether or not the class advisers should tell the college students who come up before them, that the work which they are doing is work for which they are absolutely unfitted, or whether we should apply some sort of intellectual or physical *stimuli* to them to urge them to do the thing which we ourselves feel completely they can not do. It seems to me that the honest, direct thing to do is to tell these boys and girls who have ambition but not ability that they have chosen wrongly; that in other lines perhaps, they may be good, effective men and women, but the college course is not for them; they are not fitted for it; they have not the ability to do it.

Another class of college students who would better have done something else than to have gone to college is the student who has no serious purpose. College is for him a resting place between high school and real life; an opportunity to enjoy himself, an opportunity to have a pleasant time, an opportunity to get what he can, as he says sometimes, out of college life without doing very much for himself.

I said to a boy the other day, who was in one of my courses, "What is your object in taking this course?"

"Well," he said, "I want to get what I can out of it."

"My purpose in giving it to you," I replied, "is to get what I can out of you, and so far I am afraid you have not gotten much out of me, and I am sure that I have not gotten much of anything out of you, so that I believe for our mutual advantage we have chosen badly."

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Various things these students have in mind for the future; very little for the present. The girl hopes some time, after it is all over, to get married. The boy has the intention of going into some sort of business; but the college course itself means nothing very serious, nothing very definite. It is not for him the real business of life. It is this sort of student who can not get up in the morning, who can not get to class because he has so many things outside which attract his attention and take his time. It is in this class that we find the social enthusiast, who comes to college because he wants social training. It is in this class, also, that we find the athletic specialist, or artist referred to this morning by Mr. Waldo. Such students ought to be where the business in which they are engaged affects them seriously and attracts their attention and their interest.

There are a good many students in our college who are paying too high a price for the education they get. I agree with the man who said to me the other day that we have in our own institution too many people who have no money; too many men who, without financial resources and without a very large intellectual basis, are attempting to get a college education. I know that the general theory is,—and it is the theory that is presented to me every day nearly by the interested father and the local pastor—that it is only the boy who works his way through college, who has no money and few clothes, who ever is going to get on. In our own institution a large percentage of those whom we drop from our college courses on account of poor scholarship are men who have to work their own way. The man who can not give his whole attention or his best attention to his college work is not likely to do well. I have known many people who were worse off after they had finished a college course than they were when they entered; who would have made successful working men, but who make a very poor showing as educated men. Such men have little time for work in college. Much of the work that they do is often inefficient or careless.

The physical and moral weakling has very little busi-

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ness to go to college. I suppose we must find some place for the man who is morally not to be depended on, and I presume possible that the college training might in some way help him, but I believe it often helps him to do the illegitimate thing more subtly and more successfully than he otherwise would do it. The immoral man is out of place in a college community; he has too much leisure, too much freedom. He takes a disproportionate amount of time of the college officer, and attracts more attention and has a wider influence than he should. For him hard physical toil is much more likely to work reform than is the college course. Even if he does not try to lead anybody astray, he is still a loafer. He ought never to have come. He ought to get out.

The man physically weak ought to have the outdoor life, he ought to be doing something toward developing physical strength, and in doing this he will develop mental strength. In our colleges we try to nurse too many people who are sick, or worn out, or who have highly developed nervous systems but not good bodies. It is a mistake to urge many of these people to go to college.

Too many people go to college whose main purpose is commercial. These see in a college training only an opportunity to make money. I had a letter only yesterday from a young man who lives in the northern part of the state, who asked me two things. He wants to go to the college which will offer him the best inducement to earn his living. He has no money. He has thought of studying sociology, but if he found there was more money in it he thought he would go into ceramic engineering. He had no idea of any personal fitness for either of these two things. His choice is to be determined wholly from my advice as to which one of these courses he might better go into with the prospect of earning money. Too many young people come from high schools with little feeling that their own personal fitness for the work they are to pursue should be taken into account. They go into whatever line of work seems likely to yield the biggest salary. It seems to me they are not good college material, and that a good many of them ought to be encouraged

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to go immediately into commercial lines and leave out the four years which from their standpoint, they will waste in college. A college course ought to mean something more than training for the mere earning of money.

The young people, from my standpoint, who should go to college, are those who have some intellectual outlook and some serious purpose. To them the work of the college should be a real and worthy business in which they are interested, which they have mental power and mental discipline to grasp, and to which they have both the time and the inclination to give their best attention. In the colleges now we have, I believe, too many loafers, too much intellectual anaemia, too many who are there for purely commercial reasons. I believe in our certification system as far as it goes; but I believe, also, that we should know more of a student before we admit him to college than the mere fact that he has passed a specific number of units, and this information, I think, we shall come in time to require of the high school which source better than any other is in a position to furnish it.

The chair then appointed the following committees:

To Nominate Officers for the Ensuing Year:—Dean M. S. Snow, Washington University, St. Louis; Professor F. N. Scott, University of Michigan; President George E. MacLean, Iowa State University; Professor Wm. E. Smyzer, Ohio Wesleyan University; Professor C. R. Mann, University of Chicago.

To Recommend Time and Place of the Next Annual Meeting:—Professor F. G. Hubbard, University of Wisconsin; Dean Thomas F. Holgate, Northwestern University; President Charles W. Dabney, University of Cincinnati.

To Audit the Treasurer's Books:—Asst. Supt. W. J. S. Bryan, St. Louis; Principal W. I. Early, Sioux Falls, South Dakota.

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SECOND SESSION

Friday, March 24, 2:00 O'Clock P. M.

The first business of the Session announced was the reading of the report of the delegate to the College Entrance Examination Board. Principal Edward L. Harris, Central High School, Cleveland, Ohio, who was to have presented the report, was absent. His report, however, is given below:

REPORT OF DELEGATE TO COLLEGE ENTRANCE EXAMINATION BOARD

The Annual Spring Meeting of the Board was held at Columbia University, New York City, April 16th, 1910, President Butler presiding.

On the day previous, the Committee of Review held a meeting at the same place.

As has been reported before, this is a standing committee of seven, composed of four members from the Colleges and three from the Secondary Schools—one from New England, one from the Middle States and Maryland, and one, your representative, from the North Central Association. This committee reviews all definitions upon which examinations are set by the Board; hears all criticisms and suggestions for improvements in the same; appoints commissions upon revision of definitions; reports the action taken to the Board for final action.

At the meeting of the Board, twenty-two Colleges, each represented by the President or Dean, and the eight Secondary men, responded to the roll call. It will be interesting to note the Colleges represented:

Amherst College, Bucknell University, Case School of Applied Science, Colgate University, Columbia University,

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Cornell University, Dartmouth College, Harvard University, Massachusetts Institute of Technology, Mount Holyoke College, New York University, Princeton University, Rutgers College, Swarthmore College, Union College, University of Pennsylvania, Wellesley College, Western Reserve University, Williams College, Woman's College of Baltimore, Yale University.

The following Colleges were not represented at this meeting but were excused upon written request of the Presidents:

Adelphi College, Brown University, Bryn Mawr College, Johns Hopkins University, Smith College, Stevens Institute of Technology, Vassar College, Mr. E. L. Goodwin.

The Executive Committee reported the following resolution, which was adopted:

Resolved: that the College Entrance Examination Board take at present no action with a view to defraying the travelling expenses incurred by members of the Board in attending its stated meetings;

that the Executive Committee be authorized to defray the travelling expenses of representatives of the secondary schools incurred in attending meetings of the Committee of Review, *except* such meetings as are usually held by the Committee of Review at the same time as the stated meetings of the Board.

On behalf of the Committee of Review, Dean Hurlbut, the Chairman, offered the following resolutions, which were adopted:

Resolved: that the Board in its announcement of subjects in which examinations are set print for the present both the old and the new definitions of the requirements in Latin indicating clearly the examinations which cover each requirement;

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that in 1911 the examinations in Sallust, Ovid, and Nepos be dropped;

that in accordance with the recommendations of the Commission examinations in Latin grammar, composition, Cicero and sight translation of prose, and Virgil and sight translation of poetry be set in 1911 and thereafter;

that for the benefit of those colleges which accept two years work in Latin for admission an examination in sight translation on second year Latin be set in 1911 with the suggestion that its place in the time schedule be parallel with Latin-c or Latin-dq;

that the College Entrance Examination Board in its desire for uniformity express the hope that by 1911 a sufficient number of colleges will have adopted the new definition of requirements in Latin to warrant the Board in discontinuing thereafter the examinations based on the old definition;

that on the recommendation of the Committee of Revision, in 1911 and 1912 some topics for composition on the English-b paper be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature;

that the Secretary be instructed to communicate to the National Conference on Uniform Entrance Requirements the action taken in regard to the examination in English-b and to obtain a statement suitable for insertion in the official announcements of the Board.

On behalf of the Committee of Review, Dean Hurlbut

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stated that the Commission having under consideration the preparation of a syllabus in geometry was not yet ready to report, and that the Committee of the American Historical Association was also not ready to make a report in regard to the revision of the requirements in History.

The Secretary laid before the Board the documents containing definitions of the Board's requirements; also a list of places at which examinations were to be held in June, 1910.

After adjournment the Board accepted the invitation of President Butler and Faculty to lunch at the Faculty Club of Columbia University.

The Annual Fall Meeting of the Board was held at Columbia University, November 12th, 1910. Your representative did not attend, but was excused by the Board.

The important actions taken were the report of the financial statement for the year, which showed an expense of $23221.33; the election of officers—the Chairman, President Butler, being re-elected, and the Vice-Chairman, Dean Hurlbut, of Harvard; and the report of the Committee of Review as follows:

Resolved: that the Board discontinue the requirement that laboratory note-books be submitted as a part of the examinations in natural science, that laboratory note-books be submitted directly to the authorities of the college or scientific school concerned, and that the Board require the submission of a teacher's certificate in the place of the laboratory note-book.

Carried.

There were two calls for a meeting of the Secondary Men of the Board in February, 1911, to meet the examiners and to review the questions proposed. Your representative did not feel it necessary for him to attend.

The next Annual Meeting of the Board will be held

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April 22nd, 1911, when he will be in attendance, both for the Committee of Review, and for the Meeting of the Board.

Respectfully,

EDWARD L. HARRIS.

Principal F. L. Bliss, Detroit University School, then presented the report of the delegate to the National Conference Committee on Standards of Colleges and Secondary Schools.

REPORT OF DELEGATE TO THE NATIONAL CONFERENCE COMMITTEE ON STANDARDS OF COLLEGES AND SECONDARY SCHOOLS

The fifth annual meeting of the National Conference Committee on Standards of Colleges and Secondary Schools was held at the rooms of the Carnegie Foundation for the Advancement of Teaching, 576 Fifth Avenue, New York, N. Y., on Saturday, January 28, 1911.

All the organizations which send delegates to the conferences of this Committee were represented, those in attendance being as follows: President George E. MacLean, The State University of Iowa, representing the National Association of State Universities; Headmaster Wilson Farrand, Newark Academy, representing the College Entrance Examination Board; Professor Nathaniel F. Davis, Brown University, representing the New England College Entrance Certificate Board; Dean Herman V. Ames, The University of Pennsylvania, representing the Association of Colleges and Preparatory Schools of the Middle States and Maryland; Principal Frederick L. Bliss, Detroit University School, representing the North Central Association of Colleges and Secondary Schools; Chancellor James H. Kirkland, Vanderbilt University, representing the Association of Colleges and Preparatory Schools of the Southern States; President Henry S. Pritchett, representing the Carnegie Foundation for the Advancement of Teaching; Dr. Kendric C. Babcock, as substitute for Dr. Elmer E. Brown, the United States Commissioner of Education; Dean Frederick C. Ferry, Williams College, representing

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the New England Association of Colleges and Preparatory Schools.

In its desire to help in the establishment of a uniform and convenient terminology, the Committee had requested a sub-committee to prepare a report for this meeting with regard to the use of the terms "hour," "count," "unit," "period," "exercise," "point," etc., in secondary schools and colleges. Mr. Farrand, chairman of the sub-committee, reported the results of the investigation which had been made and embodied these results in the following resolution, which was unanimously adopted:

Resolved, that this Committee recommends, as a matter of convenience and to secure uniformity:

(1) That the term *unit* be used only as a measure of work done in secondary schools, and that the term *period* be used to denote a recitation (or equivalent exercise) in a secondary school;

(2) that the term *hour* be restricted to use in measuring college work, and that the term *exercise* be used to denote a recitation, lecture, or laboratory period in a college;

(3) that *unit* be used as defined by this Committee, the Carnegie Foundation, and the College Entrance Examination Board, and that *hour* be used preferably in the sense of year-hour;

(4) that the use of other terms such as *count, point, credit,* etc., in any of these senses be discontinued.

The sub-committee had been requested also to consider and report on the desirability of agreeing on the precise use of the terms "programs of study," "curriculum," and "courses of study." Mr. Farrand reported that this question had been carefully considered by his committee in the light of the published resolutions of the National Association of State Universities and of the Association of American Universities and such further information as could be procured. While conscious of the desirability of uniformity in the use of these terms, the sub-committee felt that it was unwise to take any action until some common usage should have become established in many institutions.

Following a discussion of the question of a combina-

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tion of the examination and the certification methods of admission to college, Dean Ferry presented the following resolution which was unanimously adopted:

Resolved, that this Committee endorses the movement of various colleges in the direction of attaching weight to the school record of each candidate in connection with his entrance examination, and recommends to the colleges that such records be regularly used as an aid in determining the candidate's fitness for admission to college.

The question of the proper use of the term "honorable dismissal" was considered at some length and the Secretary was requested to obtain further information on the subject and to report at the next meeting.

Various questions proposed for discussion were laid on the table and the sub-committee, consisting of Headmaster Farrand, chairman, Principal Bliss, President Pritchett, and Dean Ferry, was continued with a request that it report again at the next meeting.

The officers of the past year were re-elected as follows:

President—President George E. MacLean.

Vice-President—Headmaster Wilson Farrand.

Secretary-Treasurer—Dean Frederick C. Ferry.

The full report of the proceedings of the conference will be printed for distribution to the members of the associations which are represented in the Committee.

On motion, the report was received.

REPORT OF COMMISSION

The greater part of the Friday afternoon session was taken up with the presentation and discussion of the report of the Commission. Since this report is to be printed separately it will not be included in these proceedings.

COMMITTEE ON DIFFERENTIATION BELOW THE HIGH SCHOOL

On motion the President appointed the following Committee to study differentiation below the high school, the

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Committee to report at the next meeting of the Association.

Superintendent W. H. Elson, Cleveland, chairman; Professor E. V. Robinson, Minneapolis; Professor W. C. Bagley, University of Illinois; Superintendent S. O. Hartwell, Kalamazoo, Michigan; Principal G. B. Morrison, McKinley High School, St. Louis; Superintendent F. B. Dyer, Cincinnati; Superintendent L. D. Harvey, Menominee, Wisconsin.

The "Report of Special Committee Appointed to Investigate the Marking System," was next presented by Professor C. H. Judd, of the University of Chicago.

REPORT OF THE COMMITTEE APPOINTED BY THE COMMISSION TO INVESTIGATE THE MARKING SYSTEM

The committee appointed by the Commission to make an investigation of the marking systems and the possibilities of comparing institutions through the use of the statistics of marks consisted of President A. Ross Hill, University of Missouri, Professor E. C. Elliott, University of Wisconsin, and Director Charles H. Judd, School of Education, University of Chicago.

The committee was authorized to add two principals of high schools. T. L. Jones of the Madison High School, Madison, Wisconsin; H. L. Miller, of the Kansas City, Kansas, high schools, were added to the committee under this authorization.

The report presented a large number of charts which it will be impossible to reproduce here. The conclusions of the various studies are presented without giving all of the details on which these conclusions are based. A number of the charts are printed elsewhere, or will be reported in full in later publications. Wherever possible, references are made to the published charts.

deals with the unreliability of examinations as a means of

The first study of which an account should be given testing the work of students. The results of two examina-

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tions in English given to the same students were exhibited. The first examination was given to the students by the instructors who had them in charge during the year. The second examination was given by the New York State Regents Board, and although it purported to deal with the same course that had been tested by the school examination, the results were entirely different in the two cases. Students who received marks that placed them in the first third of the school examination were in many cases found in the last third of the class when tested by the Regents' examination, and students in the highest third of the class in the Regents' examination were near the bottom of the class in the regular term examination. Similar results were found in all other subjects.

This investigation shows with clearness that a single examination imposed upon a class by examiners unacquainted with the work which the students are doing will lead to a rating in the class which is wholly different from that which would be received on the basis of regular work.

A series of results was reported showing how four different markers in a state department of education differed in their evaluation of exactly the same papers. When the papers examined were in history and in reading, the marks differed on an average from 7 to more than 8 per cent. In some cases, the difference between two markers' judgments was as high as 20 per cent. This shows the ambiguity of percentage marks.

The investigation of the percentage system was carried further by comparing the marks in all the elementary schools in a large school system. It was shown that the lower limit of the middle third of the class differed in the different school buildings, so that in one case, this limit was at 71 per cent; in the other case, it was as high as 83 per cent. This difference did not depend, furthermore, upon the character of work done in the elementary school. Certain schools, which on other grounds were found to be very excellent schools and equal in the grade of their work, differed widely from each other in the matter of percentage mark used to designate the middle third of the

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class. The results thus far reported make it clear that a single examination is not a fair test of students, and that the percentage mark used to designate a student is not in itself a reliable indication of the character of his work.

Much more reliable is the statement of the student's position in the group to which he belongs. Thus, taking again the papers rated in the State Department of Education, it was found that though examiners differed notably in the percentages which they gave to students, the order of excellence in which they arranged the ten papers was fairly constant. That is, the first student in one marker's estimate of the whole group was very likely to be near the top of a second marker's group.

Furthermore, by a study of school records in various departments, it was shown that in general the marks of students, though they differ in the terms in which they are expressed, usually arrange the students in successive years with a high degree of constancy. A student who stands in the first third of his class one year is altogether likely to appear in the first third of the class in the same subject in the year following. In the same school, this constancy may even express itself in a high degree of uniformity in the percentages given to a single student. A study of students' grades in the same department of a given school shows that relatively few of the students show anything like a violent fluctuation in their marks.

Before proceeding to a comparison of different students in different institutions, it is desirable that some further light be thrown on the reasons why percentage marks fluctuate, and the reasons why students differ from each other in the rank which they attain in subjects and in different schools.

Charts were exhibited to show that the different teachers in the same school differ in their practice of giving marks. This matter has been thoroughly worked out by Mr. Johnson in the School Review for January, 1911.

Again, unpublished charts were presented in which it is shown that different departments exhibit different practices in their marking of the students. A series of charts

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dealing with English as contrasted with other subjects, made it perfectly clear that in several institutions, the habit of the English teachers differed from the habit of the science teachers, and from the practices of other departments, in that the English marks were in certain cases very severe. The institutions included in this part of the report were both colleges and high schools. This probably represents a specially strong emphasis in a limited group of institutions upon English requirements. One high school was shown in which the English marks did not exhibit the characteristics above referred to.

The policy of various departments is accordingly exhibited in their marks. That this policy is important to other institutions appears in the fact that if a given high school sends its students to college, it is likely to find that its students receive in that college different treatment according to the subjects which they elect. The understanding of reports which pass from institution to institution requires, therefore, some knowledge of the practices of the different departments.

At this point, two charts were introduced to show that whole schools may differ from each other in the marking which they employ. One school marks very high, while another gives low marks. The habit of the school as a whole, therefore, requires consideration.

All of the discussions which have been presented up to this point make it clear that the practices of different teachers and of different schools need to be further considered in order to make the marks received by students, a suitable medium of communication between institutions. As the matter stands now, there is sufficient difference between the practices of different schools and teachers to render extremely ambiguous all of the communications that pass between institutions.

The best way to eliminate most of these ambiguities is to treat the student body not as a group of students who approach more or less closely to an absolute standard. That is the mark 85 should not be regarded as 15 per cent below a theoretical maximum of 100. Students should be

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classified in a serial order, the first third being distinguished from the middle third, etc. This arrangement in thirds is not open to as serious misinterpretation as the mere percentage marks.

A combination of this positional marking system and the percentage system is better than either taken alone. When now a student has been classified in this manner, it becomes possible to show, without in any wise interfering with the routine of the school, how different classes of students rank, and by this means it becomes possible to study the efficiency of the institutions from which the students are drawn.

A comparison between institutions, which is the end toward which this investigation is directed, becomes possible after these ambiguities in the marks are cleared up. Such a comparison is easily possible when all the schools considered are under a single management. Thus the elementary schools which contribute to a given high school may be compared through the work which is done by the elementary school students in the high school to which they go. A study making comparisons of this type has been published by H. L. Miller, of the Kansas City, Kansas, high school in the Elementary School Teacher for December, 1910. In this paper, Mr. Miller showed that the general average maintained by all students in the high school could be taken as a basis for the comparison of the different elementary schools in Kansas City. From one of the elementary schools, there were drawn a group of students, all of whom took first or second rank in English in the high school. From another elementary school, there were no students taking first rank in this subject. One interesting comparison made by Mr. Miller was that which showed that the students derived from schools outside the city ranked equally well with those who came from the elementary schools of the city itself. Similar facts were reported from an investigation being made in another city system by Mr. Ralph Carter. Mr. Carter showed in his comparison of the elementary schools through the high school that in one striking case the students who went from an elementary school to the

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high school failed notably to maintain themselves in the high school to which they went. The students from another elementary school, on the other hand, not only maintained themselves, but stood relatively higher in the high school than they had in the elementary school. This improvement in relative position in the class is the best possible indication of a strong preparation for the work of the high school. Failure to carry the work of the high school, on the other hand, is a clear indication of defective preparation.

At this point in the report, charts were introduced to show that the same methods of comparison can be employed in showing the relation between high schools and colleges. Attention should be drawn to the fact that it is not so easy to collect material of this sort in view of the fact that the various institutions involved are under different management, and have variations in their marking systems. It is for this reason that the committee wishes to present not only a plea for a continuation of this type of work but also for the authority of the North Central Association in collecting from the members of the Association the information which it is impossible for a single individual to get without the greatest effort.

The charts which were presented at this point showed a comparison of four large high schools in terms of the marks which their students obtained in the University of Chicago. On the reports of one year it was possible to rate these four high schools as very different in their character. One of the high schools underwent in the course of the year following this investigation a very large improvement which was known on other grounds than those presented in this report. The statistics collected after this year of improvement reflected with perfect clearness the changes that had been made. This improvement appeared in the fact that positions of the students from the high school in question were very much higher in the University classes.

Further statistics of the same type were presented from a study being made by Mr. Clement. Mr. Clement has collected much material from the high schools and the universities in the state of Kansas. His studies make it clear

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that students who begin in the upper third of the elementary grades are likely to maintain a similar position in the high school and the university to which they go. Furthermore, the different high schools which contribute to the different colleges show varying degrees of relationship to the higher institutions. One high school is very intimately related to the college, and its students maintained in the college much the same position as that which they held in the high school. In other cases, there is improvement in position, while in some cases, there is a falling off in the relative position of the students of the higher institutions.

In summary, it may be said that this report has aimed to show that the thorough-going study of the marking system would be advantageous in clearing up the ambiguities which now exist in that system. It has aimed to show further that if this material could be collected in a proper way, and in sufficient quantities, it could be used in comparing institutions with each other. The committee recommends that the Association carry forward the type of work with which the committee has been engaged during the year. A reference of the matter to the Commission with authority to carry on the work would be one method of disposing of the matter. If the Association is not prepared to take this step, the committee is prepared to recommend a continuation of the work in the hands of a committee for another year.

Acknowledgement should be made of the work of a number of individuals in the preparation of this material. Miss Katherine E. Forster, a graduate student in English and Education at the University of Chicago, supplied the comparison between the regent's examination and the school examination. Mr. W. P. Morgan, Englewood high school, worked out much of the material on the policy of different departments and the relative standings of students in successive years. Mr. Clarence T. Gray, a graduate student in education at the University of Chicago, supplied much material from Indiana high schools, and from one of the Chicago high schools, showing the relative standings of students in different years of the high school work. Mr. Franklin W.

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Johnson, Principal of the University high school, supplied material on the different gradings in different departments and by different teachers, also the material for the comparison of high schools in the University. Supt. John H. Heil, of Morgan Park, supplied material relating to his own school showing the methods of marking of different departments, the character of different groups of students, and the general policies of this school. Mr. Ralph E. Carter, a graduate student in education at the University of Chicago supplied material for an elaborate study of the relation between elementary schools and high schools. Mr. H. L. Miller, principal of the high school in Kansas City, Kansas, supplied material supplementing the article which he published in the elementary School Teacher above referred to. Mr. J. A. Clement, fellow in Education at the University of Chicago, supplied material showing the relation between high schools and universities in the state of Kansas. Dr. F. N. Freeman, and Messrs. O. B. Baldwin and W. G. Binneweis assisted in the preparation of some of this material and in the preparation of charts. Professor W. F. Dearborn has had charge of most of the investigations which are here reported. To these investigations, as well as his own investigations in the University of Wisconsin, the committee is largely indebted for both the methods and problems here dealt with.

At the conclusion of the reading of the paper it was voted that the report of Professor Judd be referred to the Commission and that the Association give that Commission such authority as is necessary to enable them to take advantage of the suggestions that have been made.

The Committee of which Professor Judd was chairman, was discharged.

COMMITTEE ON AMENDMENT TO THE CONSTITUTION

Inspector H. A. Hollister, of the University of Illinois, offered a motion that a Committee be appointed to

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consider an amendment to Article III, section 1, of the Constitution. The motion was carried, and the president appointed the following Committee to report in 1912:

Inspector H. A. Hollister, University of Illinois; President H. H. Seerley, Iowa State Normal College; Principal George Buck, Shortridge High School, Indianapolis.

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THIRD SESSION

Saturday, March 25, 10:00 O'Clock A. M.

REPORT OF COMMITTEE ON NOMINATION OF OFFICERS

The committee on nomination of officers for the ensuing year presented the following nominations:

President, Harry Pratt Judson, President of the University of Chicago; Secretary, Thomas Arkle Clark, Dean of Men, University of Illinois; Treasurer, J. E. Armstrong, Principal of Englewood High School, Chicago; Vice-Presidents, Edward D. Eaton, President of Beloit College, Beloit, Wisconsin; Homer H. Seerley, President of the Iowa State Teachers' College. Members of the Executive Committee: J. Stanley Brown, Principal of the Joliet High School, Joliet, Illinois; Mrs. Ella Flagg Young, Superintendent of Schools, Chicago; Otis M. Caldwell, Professor in the University of Chicago; Clarence A. Waldo, Professor in Washington University, St. Louis.

The report was adopted and these persons were declared elected.

VOCATIONAL GUIDANCE

Professor George L. Roberts of Purdue University, presented the following address on Vocational Guidance:

Mr. President, Ladies and Gentlemen: I am sure that no one regrets the absence of Dean Davenport more than I at this moment, and we share alike in the keen disappointment felt in not being permitted to hear the discussion of

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the new agricultural unit, which was presented yesterday in the report of the special committee.

In the secondary school, as in other schools, we are constantly being besieged for the introduction into the course of study of some special subject, some special topic. The work of education in agriculture in this country has covered perhaps fifty years, so far as the colleges are concerned, and these institutions have provided facilities for such work. The past ten years have seen a disposition to introduce it into the secondary school, and during the last three or four years we see definite attempts made to bring it into relation with either a special school or with the regular work already done in the high school. It seems to me that we are likely to make mistakes, due to excessive enthusiasm with regard to the material to be used in the new courses. Since several of the speakers have dropped into Scriptural phrase, I may be pardoned for the paraphrase in this connection, that "Not every one that crieth corn, corn in these days shall be considered as having reached the goal of educational and agricultural attainment." In our newly acquired enthusiasm it will be well for us to consider very carefully the material which is to be used and the medium through which it is applied.

The recognition of a need for work of this kind has led to two general plans or general methods for its introduction into the schools of this country. One of these methods may be designated as *the movement from above downward,*—from colleges down through the lower schools. The other movement has been along the line of an attempt to develop the subject from below upward,—that is beginning with the lower schools, and thus coming up through the elementary school and the secondary school to the college. The activities under the first method, that promoted by colleges and by other institutions for developing and introducing this work from above downward, have taken form along three lines. First, the agricultural-college-secondary-school, which is usually located upon the college grounds. Twelve or thirteen of our states have such secondary schools in connection with the state agricultural col-

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lege. Second, the congressional-district-type of agricultural school, which is found in four of our states. This type of school, as well as the first named type, provides that boys of thirteen years of age and above and girls of twelve years of age and over shall be admitted to such school. The courses offered have two definite ends in view, one the fitting of these boys and girls for life upon the farm; and the other the fitting of them to enter agricultural colleges. Oklahoma provides for a judicial-district-agricultural-school of similar kind, and Wisconsin provides for the same type of school in each county. In the latter state such schools are under the direct supervision of the State Department of Public Instruction. Third, the colleges are recognizing that there is opportunity for the introduction of the agricultural work into the consolidated high schools,—rural high schools. The foregoing enumeration includes the movements for the introduction of work in agriculture into the lower schools, which have been initiated and promoted by agricultural colleges and other institutions.

The second general plan for introducing agriculture into the schools has been attempted from time to time, but has not been very definitely worked out. By this general plan it would develop through the nature-study of the elementary school, the science work in the junior high school, elementary agriculture in the senior high school, and finally the work in the agricultural college. It seems to me that with our present school systems in this country, and with the form of government which we have and which we hope to perpetuate, the type of work that can be developed under this second general plan is preferable to that of the first plan. It is true that certain local conditions may be taken care of temporarily under the first plan, but as a general proposition it seems to me that the evolutionary idea of this development is the one that we need to take into account. With the first six years in the elementary schools giving some attention to the right kind of nature study we have a normal approach to the thing that is to come later.

In the past failure in this direction has come in large

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measure from an unthinking enthusiasm for nature study which has permitted lugging into the schools of all kinds of materials, regardless of their present or future usefulness. Right nature study contributes to definite cultural ideas, but it also has scientific value and may have economic application.

In the seventh and eighth years of our elementary schools the economic approach to this work should be dominant. In the first two years of the high school, there may be a direct correlation with the regular science work. At this point in the course there may be a differentiation in the courses of instruction which shall provide for industrial work of various kinds to conform to community interests. In the agricultural community the differentiation would be mainly toward agriculture, and by following the suggestions of your committee as to definite units of work in agriculture it can find a place in the last two years of the high school course, parallel to other lines of work for the regular course.

The question whether we shall have a parallel system of schools seems to have two points against it. First, why with the present organization of state systems of schools in this country should we start in to develop a parallel system that shall do in large measure the same things, but with an additional one? Such a plan entails additional expense,—a duplication of expense for much of the work done. Second, it is undemocratic in principle. We are in danger of taking too many of our notions of industrial education from other countries without taking into account the underlying principles of government and of society which prevail in those countries. We should hesitate to develop a parallel system of schools which shall start the educational process by fixing at the beginning the life occupation of the boys or girls, taking into account only the occupation of the father. Such a system will have a tendency to develop a kind of caste system in our own country.

In the present course of study in the high school we have an opportunity, where local conditions demand it, to

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shape the science teaching so that it will develop along the interests of the community if such interests be agricultural; if not this, then to such other vocational lines as may prevail in the community. For instance, in botany, the larger part of the material must be taken from the local community, and through it emphasizing the economic approach to this subject.

In the Academy at the University of Illinois Professor Gilbert tried this experiment with the beginning class in Zoology. The class was divided into sections practically equal in numbers, previous preparation, and ability. In one of these sections the approach to the elements of zoology has been strictly along scientific lines, pure science. In the other section there has been really no less of science, but the approach has been constantly from the economic side. The experiment has been carried on the past two years, consequently the data are inadequate, but he states that a very much greater interest is taken in the work in the second section, and that it is more worth while to the class. So far as may be determined by examinations, the sections are equal in the amount of scientific zoological knowledge attained at the end of the course. Such investigations carefully followed up will, no doubt, convince all that the economic approach is worth while in the regular science work of the high school.

If we insist that our schools shall have agriculture merely lugged in, put in all at once, what are we to do with it there? Where shall we find the men or the women to do the teaching? Institutions in this country are not preparing them in sufficient number to meet even the present need. One reason is that many of these institutions have other things that they must do. Another reason is that there are comparatively few men and women who are willing to undertake such teaching because the industrial world offers greater inducement to engage in industrial and commercial work. For the present it seems necessary to work through the present school organization, adapting its work to the local community, making the science work on its eco-

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nomic side develop into the agricultural work. This will meet with some opposition from some secondary school teachers, as well as others, because of the tendency to leave a course of study as we have finally fixed it. We are inclined to get the notion that when we have it in print, we must not disturb it. But our critic says, "Here, that looks well on paper, but it doesn't fit every place, and you can make it fit better if you will just put in a little time on it." Too often the response is, "We propose to stay on this line because we know this is genuine, pure science; we have worked it out carefully, and we do not intend to be bothered with the weeds in your gardens, nor with your lawns, nor your shade trees. That is another matter. You talk to the folks at home about that. We teach pure science here." This attitude is not that of the open mind toward the introduction of this work into the high school by means of the economic idea belonging to the other science work. By such an approach we shall get no less of the real science, but we shall get more genuine interest in the material that can be utilized. Then when the point in the course of study is reached where differentiation is to take place, the regular lines of work may be paralleled by such additional material as that proposed in the course submitted by your special committee which presented the definition of units in agriculture.

No one will deny that in attempting to meet the double demands placed upon the high schools, by careful definition of units and of other matters designed to bring high schools and colleges closer together, we are yet unable to connect with a great many boys and girls. Our best statistics show that five per cent of the high school graduates only go to college. How about the ninety-five that do not connect? It does seem that with our present organization, with lack of teachers qualified to do the agricultural work, the first thing is to bring this economic approach to the work of the school as it is now organized.

From some experience within the past few years, I am more and more impressed with the idea of giving our pres-

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ent secondary school work something of this economic approach and something of this economic idea in the regular science work. With such a re-direction of the work the chances for such cases as the following would be minimized. A young man goes to college and takes up an engineering course. After a time, he finds that he is in no way fitted for such work and he decides to try something else. He is confronted by the question, "Why did you go into the engineering course?" "Why do you want to undertake agriculture now?" Usually the answer that comes is, "Did not know any better. My high school course was directed along the regular lines. I never heard of agriculture except as a 'rube' business. It was the 'rube' idea in the high school. Whether there was any opportunity or outlook to it we had no notion. Did we study botany? Yes. We had beautiful specimens of many kinds which came from Wood's Holl, Massachusetts, and from the Pacific coast, so we had a very excellent course in botany, and my standing was high."

Comment on this case is unnecessary. We know what it means. It means that this man has met certain unit requirements for college admission, but that all of these units have failed to put him in touch with practical affairs in such way as to make him capable of an intelligent choice in the college course he shall follow. Some notion of the broader field of human experience and human endeavor, some knowledge of some of the points of contact of his school work with the practical affairs of life, were the things he needed to put him on an equality with his fellows. Equal opportunity should be the motto of our present school organization. Sometimes there comes a demand for the same opportunity, but this is a mistake. Each boy and each girl should have equal opportunity in his secondary school course to learn something of the economic and vocational significance of the courses taken. In the past this work has been too largely shaped with an eye single for the professions. The shortsightedness of such a policy is indicated by a brief statistical study, which shows that only

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about four per cent of the people of the United States engaged in gainful occupations are included in the professions, while the largest number, thirty-five per cent, are engaged in various lines of agricultural work. So from this standpoint, at least, there seems good reason for reshaping and redirecting the present work of the secondary school looking to a time when it will be possible to do the things indicated in the report of your special committee on unit of study in agriculture.

The following points taken from the report of the Committee on Encouraging College Entrance Credit in High School Agriculture, National Education Association, July, 1910, is of interest in this connection:

"First, most colleges and universities are unwilling to give more than one-half or one full unit of credit, even though the subject be taught during a longer period of time than one year.

"Second, few, if any, colleges or universities are willing to give any credit in the science of agriculture if it is taught only as some application of general science.

"Third, half units and units are defined acceptably to most institutions as follows: For a half unit one-half year given to the study of soils and plants and their relation to each other. There shall be sufficient experimental work to accompany the subject discussed. For a full unit one full year given to the study of soils, plants, insects, and farm animals. There shall be sufficient experimental and demonstration work to be equivalent to one full year of laboratory work."

This briefly summarizes the college situation with reference to units for credit on college entrance.

Referring again to the question of the preparation of teachers for this agricultural work, if the work of the regular high school is re-shaped and re-directed as indicated, we shall have the beginning made for the equipment of teachers for the rural schools, who will have some notion of the agricultural significance of the work, since one of the qualifications for teachers in the rural schools of the

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country has pretty generally come to be graduation from a high school. If some of this work is done in the high school we shall have better teaching there. The difficulty that is met in securing teachers specially trained for agricultural work in the secondary schools comes from the fact that men who are qualified to do the agricultural work do not want to do it because opportunities affording much larger financial returns are numerous.

Our first care should be not to adopt a course of study in agriculture and attempt to put it into the high schools until we are able to put in with such agricultural course a competent teacher to present the work as a separate subject. Until that time we must depend upon getting from the work in science in the high school, through enrichment, readjustment, and reconstruction, the economic approach that shall lead to agricultural work and to agricultural development that is worth while. So that the next step in the movement for agricultural education shall be based on the idea of development from below, rather than upon the idea of having placed upon us *from above* a new thing that we must use without being able to fit into it.

Miss Isabel Bevier, Professor of Household Science, University of Illinois, presented the following paper:

HOME ECONOMICS IN THE HIGH SCHOOL AND IN THE UNIVERSITY

As I see it the main purpose of the work in Home Economics in both high school and university is the same, viz., to provide, as an integral part of the girl's training, work with the materials, the processes, and products of the home to the end that the girl may go from both high school and university with some appreciation of the place of woman in home and family life, with a first hand knowledge of its processes, some technical skill in and business sense concerning them. The necessity for such work is due as you all know very largely to changed conditions, to the pressure of modern life, to the evils of specialization, which provides one teacher to train the head and another

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the feet of the girl, and yet another to care for her morals. Explain it as you will, the fact remains that the girl in the home even of the middle class knows little of the processes of the home.

It is a far cry from the days when spinning and weaving were to be found in the home to this present hour, but even after that the business of housekeeping and cleaning, washing, ironing, cooking went on in the home and the daughter had some part in these processes thereby acquiring the discipline of habits of regular work, a training in self-forgetfulness in working for others' good, some responsibility for contributing her part to family life and happiness.

Under present conditions all this is changed. Now, the cook presides in the kitchen in which occasionally, on promise of good behavior, the daughter is allowed to make candy; the soiled clothes are sent to the laundry, or disappear down the chute and appear ironed and clean in the daughter's room; the sewing is sent out of the house or to a remote corner. The daughter does not even *see* the processes much less participate in them. She has absolutely no part nor lot in them. She is busy in school, and club, and church, but not with the life of the home. What wonder if home comes to be a place to sleep and eat in, to dress in to go some where else, to have company in, but not to live in and work for!

This seems to me a time when we are confronting a *situation* and not a theory. It is a mere platitude to say that the industries have gone from the home. Where have they gone? Are they carried on by men or women or children and under what conditions of labor, and, more pertinent still, how shall the children in the home learn the habits of work, the comradeship to worthy ends, the sense of value of time and materials, the responsibility for having a share in family life and happiness.

In recognition of this condition and to change it if possible, domestic science is being introduced into our secondary schools, and many are watching for results with

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keen interest. It is fair to ask what may reasonably be expected from high school work in domestic science? With what phases of the subject shall it deal? Doubtless many different answers would be given to this question. Mine may be sadly lacking in pedagogic terms and classification.

I am reminded of the story of the woman with whom I fell into conversation about a year ago as we were traveling in Georgia. She told me of her carloads of peaches and acres of peach trees, but I was particularly interested in what she had to say about her daughters. She had been visiting where they were at school and she was just coming home, and I was interested in seeing how apart from peach trees and orchards this life of the school and her thought about them was. She said, "It is just too hard on them. They are trying to graduate in the literary course and the music course at the same time, and it is too hard." Then she added, with a great sense of satisfaction, "But they are both strong on expression." I am not strong on pedagogical terms.

It is easier for me to arrive by another method. I ask, what under any and all circumstances will this girl need to know? The necessities of bare existence demand for her food, clothing, and shelter. Here, then, is suggested the phases of work to be undertaken. Provide exercises and materials that shall enable her to learn how to select food wisely, to prepare it with skill, to serve it attractively with due heed to economy of time and money. Thereby she acquires a standard of food values, a basis for judgment, a respect for skilled labor, learns the intelligent use of tools, time, and materials. Time forbids a discussion of the methods. I pause only long enough to say there is possible an orderly development, a sequence in this as in all other subjects.

I realize the criticism which has come, and I think I can perhaps best illustrate what I wish to say by an experience that I had in a neighboring city. I was stranded there for some two or three hours, and since I had had in mind for a good many years the picture of a very well equipped

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domestic science kitchen, I thought this was my opportunity to see that kitchen. By the director of manual training I was directed, not to this particular kitchen, because the work was being remodeled, but to two schools which he thought would be typical of the work. I suppose I entered at the wrong door, because I passed the coal bins and various other unsightly places, but as the path grew lighter and cleaner I surmised that I was approaching the kitchen, and I did find a very well equipped basement kitchen. The class had just finished its work. The recipe for custard was on the board. I felt that whatever I found out about the work I must find out from the teacher, an attractive young woman. I asked her questions and I discovered that we did not seem to understand each other's thought. I was trying to get at the basis or order of procedure, and I felt that I was not framing my questions properly; but finally she produced a little pamphlet and said, "Now we do not all use these receipes in the same order, but when we use any recipes we use these." I cherished that word "order" and I said to her, "Now that is what I want to know. What is your order?" "I will tell you," she said. "First I give them potatoes. After they have had potatoes a while I give them chocolate. That leads naturally to creamed cabbage and then creamed soups." That was some two years since. I have never felt yet that that would be what would be called orderly development, and I find comparatively few people to whom chocolate suggests creamed cabbage.

In reference to clothing, plain sewing should be taught in the grades, so that some of the time in the high school can be given in making the girl an intelligent buyer of textile fabrics by a study of such materials; then the work in sewing can be combined with work in form and color and the girl shown how to express individuality and personality in dress, taught to understand the meaning of the term, "a well dressed woman," and gain the technical knowledge that shall enable her to buy and make for herself a dress suited to her needs, her pocket-book, and her form and color.

The work with shelter admits of a variety of treat-

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ment. It seems more desirable to deal with familiar forms of the present day rather than to spend time on the evolution of many forms. At least a convenient house can be planned, the relation of the house plan to the life to be maintained in it considered. Some general principles governing the decoration as well as the furnishings, and their cost can be given.

I have thus hastily sketched some tangible results to be obtained by work in domestic science in the high school, but I would remind you that the most valuable results are often those which yield themselves least easily to listing processes—or catalog systems. This seems to me particularly true of results of domestic science work. Who shall say what inspiration for better living conditions, what aspirations for purer social and personal ambition are fostered by this work?

When we come to consider the part of home economics in the university, the horizon is widened by the better training of the student, the longer time, the larger liberty of choice in the offerings. In the high school work I put emphasis upon the art side, upon utilitarian results, upon the things that seemed to me the minimum result in any kind of high school. Some accomplish much more than was suggested. In the university, home economics seems to me to serve as the latest interpretation of that much discussed question, the education of women.

Home Economics courses seem a partial fulfillment of the words of Commissioner Brown:

"It has taken a great struggle to establish fully the higher education of women as a simple human need. But that battle has been won. The integration of woman's education with the general scheme of education has been brought about. But the differentiation of woman's education is yet to be accomplished. Some practicable scheme of preparation for mother-work will, we can not doubt, be devised in the course of time. There will be, some day an education for home-making and for woman's leading part in the finer forms of social intercourse, which will do on

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the higher academic plane what was done in a more petty way, generations ago, in popular finishing schools for girls. But this, too, is only a part. There is to be, further, a serious preparation for woman's part in the economic, the industrial, and even the political world."

Fortunately or unfortunately women are more in the public eye than formerly, they have greater economic independence, assume more responsibility in philanthropic movements, wield greater social power. The question arises do they have the kind of training that fits them for these greater opportunities and responsibilities?

I confess to a feeling that some of these duties would have been assumed with less confusion with a different training. We have seen the little child trying hard to open a door which was too heavy and too difficult for it to open, and we know that sometimes when it got it open it has led into a dangerous path, simply because of the lack of skill or lack of knowledge of the child and the lack of training. That seems to me true of some of the avenues into which women have entered.

The administration of the home in these days requires perhaps no more skill than it did in the days of our grandmothers, but the energy must be expended in a different way. I think I can illustrate that, perhaps, by the water supply of the modern house. It took a certain amount of manual labor to bring the water from the spring or to lower the old oaken bucket into the well and bring it up, but when that was once done the water was much less likely to be contaminated than it is at present and it was easier to wash the bucket than it is to care for the modern plumbing system. We are having an age now of household appliances, and vacuum cleaners, and fireless cookers; and one would think sometimes that all one needed to get into the home was machines; that everything would be done then that could be done. Yet even the vacuum cleaner has not quite fitted into the place. I know one woman who said, "Well, my husband thought he would help me and so he got a vacuum cleaner. I am sure I don't know whether it is much

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help or not. Before, the woman that I had swept and dusted well, she was really good about taking care of the house. She doesn't understand using the vacuum cleaner, and it seems to cost too much money to have anybody that does not understand it; so I do the cleaning now." There are evidently various points of view.

The laws of science, the facts of history, the principles of economics, must be known before they can be applied any where intelligently, and all are needed in the modern home. The days are passed when women will play with test-tubes as part of a liberal education and expect one of three results,—a beautiful color, a bad odor, or an explosion. They know now how closely chemistry touches their life through food, clothing, and countless other channels, and they want its aid in their problems. The same is true of bacteriology, physics, and economics. We realize now that the laws of heat can be illustrated by the kitchen stove and bacteriology studied in the kitchen cupboard and the principles of economics illustrated in the division of the family income. All the words spoken and written on the high cost of living may not have reduced the cost, but they have shown the importance of the spender of the income and the necessity that she be trained for her task.

So, the work in the university is on quite a different plane from that in the high school. It is approached in a different way. Less stress is put upon technical skill in one particular line. An attempt is made to have the woman see life whole and large, her part and place in it. The more of history, science, and literature, and art she knows the clearer will be her vision. A course on The House seems to afford the best introduction to the subject. It serves as the material basis for the economic and utilitarian ends as well as a medium of expression for the more esthetic and spiritual ideas and ideals. To its plan and construction art, architecture, and economics contribute. In its decoration and care, in the purchase of its supplies, technical knowledge of food and fabrics must have a part as well as the principles of sanitary science and decorative art. As this house is slowly

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transformed into a home, this work shop into a place of rest and inspiration, the girl's conception of home and family life develops, the relation of the parts to the whole is seen, and the student gains a wider outlook on life and a deeper appreciation of its problems and her part in them. Part of the weakness of the training of both our boys and girls has been that the school and home problems have been entirely separated in their training. With home economics work taking one-fourth of the time this separation is not possible. The courses for convenience may yet be grouped under food, clothing, shelter, and definite technical skill acquired in each of these lines. The field is too broad for anything like a comprehensive study of more than one of the main divisions suggested. One does not expect to be both an economist and a scientist though one may have an intelligent conception of the relation of both economics and science to the home.

But with this view-point once attained, history, literature, science, art, and economics are studied not only for their own sakes, but for the enrichment of life, that the woman may be "thoroughly furnished unto all good works" in home, or school, or society, equipped with technical knowledge that enables her to serve in the daily task while she fails not in the finer things of spirit.

The final paper of the morning was given by Principal Jesse B. Davis, Central High School, Grand Rapids, Michigan.

VOCATIONAL GUIDANCE A FUNCTION OF THE PUBLIC SCHOOL

The latest gospel in this world is know thy work and do it.—Carlyle.

Had I realized what the trend of discussion at this meeting was to be before I prepared my paper, I might have been tempted to direct my writing along the line of a

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suggested scheme for solving some of the problems that have been given us to consider. In the able discussion of the President yesterday, he pointed out the problems arising from this ever-increasing elective system and the vocational education or the education for efficiency, and the selecting of the right ones for the right courses; later Dean Clark told us about the college misfits, and when I listened to the mazes of the marking system and realized its uncertainty and its peculiarities, I thought that possibly something more systematic was needed and something that told us more than percentages about the boy or the girl who was going to college. And so with the other problems which have been presented. All of our courses motivate in the high school. I have been sitting here realizing that almost all of the really great problems of the educational world were being put upon the high school, and so it seems to be for us to make an attempt in some way or other to meet the demands of the present situation. If by any chance what I may have to say in my paper may even be suggestive of some things that may be helpful along this line I shall be satisfied.

Much of the failure and disappointment in life and possibly much of the crime that exists is due to the fact that so large a proportion of our youth go out from our public schools with but little special preparation for the work which they find themselves compelled to enter in order to live, and with no definite aim or ambition dominating their lives. On all sides do we find men who are the slaves of uncongenial labor, struggling to make out a meagre living in an occupation for which they were never intended. The number of men and women who can truthfully be called successful in life form a very small proportion of the population of our country. Among those who in old age have counted themselves successful are many who did not find their life work until they were past middle life.

Going out from our public schools today is a vast army of boys and girls, several million strong, who will never finish the free education that is offered them, but who will

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enter the field of unskilled labor. The desire to earn a few dollars in a position which has no possible future, leads them from their best opportunity to prepare for life's battles. Our annual tribute to the Cretan Minotaur of "Blind Alley Employments" is increasing from year to year.

Not only are men bewailing their lot in life, but employers of all kinds of labor are complaining that it is becoming more and more difficult to obtain efficient workers. The apprenticeship system is passing out of existence, and the technical and industrial school is coming to take its place. We may hold more boys and girls in these schools but we are not certain that the right ones will go to the right schools, and that we may not be guilty of sending into the world just as many misfits as before. To what extent the public school system is to be blamed for the unhappy condition of many lives may be largely a matter of opinion, but the fact remains that we have failed to accomplish some things that are expected of us. We have been loyal to the traditional unity of the American school system, which, in its democracy, forced all pupils, regardless of mentality or fitness, to go through the same mold. But we have failed to hold the great majority of our pupils in school until they are of an age to give efficient service. The burden of proof seems to show that we have failed to give the individual pupil his best preparation for meeting the demands of life. We have not aided him sufficiently to discover his own aptitudes, nor have we given him a broad enough view of the world's work, nor tried to stir his ambition to find his particular niche in life. The number of vocations that the average high school boy has any knowledge of is so small as to be of very little use to him in making such a decision, and most life decisions are made during the public school age. These choices may not be permanent nor deliberately planned; nevertheless, they play too important a part in the future lives of our boys and girls to be ignored.

At the age of fourteen or less, the pupils entering the high school must make choices of studies that will, to a

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large degree, determine their future. If they leave school as soon as the law permits, the decision then made is still more vitally important, and demands our most serious consideration. At these early years the dangers of misguidance is particularly great. Thus we are made to realize that the schools must be brought into closer touch with the industrial trend of education, which has now won a permanent place in our public schools, and which demands a more scientific study of the child as an economic and social possibility. We have succeeded to a marked degree in bringing the public schools into line with the demands of the colleges and higher institutions of learning. In the same way,—not for the sake of the same pupils nor for the same class of students,—but for the interest of the vastly larger number who may never reach a higher institution of learning, we must bring the schools into a closer relation with the demands of the various institutions into which they are destined to go. We should be as interested in the entrance requirements of a particular industry as we are now in those of a particular college. We should be as careful to have our pupils justify our recommendations of them to fill certain offices in business, as we are now to have them maintain our reputation when we send them to a university. We should be of as great service in advising a boy in regard to his fitness to take up a certain trade as we are now in guiding a boy into some other than an engineering career when we have found that he has no aptitude whatever for mathematics.

The idea for vocational guidance is not new. Every true teacher who is devoted to the lives that are entrusted to his care has directed them according to his own ideals of life and education. But we know that, as earnestly and devotedly as this advice is given, it is often from a prejudiced point of view and from an altogether too narrow vision. Educators have lived a life of idealism too much secluded from the world until men of affairs have called us unpractical theorists. However, the times are changing, and just as business men have found that some theory and scientific

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method applied to business has spelled greater success, and that the college man is valuable in the business world, so educators are coming to see that they themselves are better fitted to guide those in their charge if they have a broader knowledge of the industrial world. This means that the prospects of co-operation between the fields of education and business are at least encouraging.

A helpful sign is the fact that last October, in the city of Boston was held the first National Conference on Vocational Guidance in which the schools, the Chamber of Commerce and Philanthropic organizations were represented. At this meeting it was evident that most of the formal guiding that has been done in this country has been outside of the schools and by social workers who are brought face to face with the needs of humanity. Many school men are interested in the problem of securing suitable places of employment for those who were leaving school; but the real problem of guiding the youths of the public schools in making their choice of a life plan and aiding them in carrying out that scheme, whether they were going to work or to college, was hardly touched upon. To investigate industries and commercial enterprises is a comparatively simple matter. To furnish information regarding the opportunities for special instruction in various vocational lines, regarding the requirements of the several professions and occupations, and regarding the elements of success in business, is not so very difficult a task. The most difficult of all these problems and the most vital, *is to know the boy and the girl.* The dangers of misguidance are increased as greater and more varied opportunities for special study are offered. Hence the responsibility of the vocational councilor is so great that one hesitates to assume its role. Children are prone to place too much confidence in the advice given by their elders, and a suggestion is too often taken for a command. How to council a child to make an important life decision can never be reduced to a science; it is and must of necessity remain a divinely given art. Only such as have a natural sympathy and insight into the mysteries of youth-

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ful minds and hearts, together with a rich experience and broad vision of the world's work, can be entrusted with so important a duty.

A Study of Conditions.

In talking with the pupils about to enter the high school from year to year I have found that it is a rare thing for them to have any definite idea of a plan for their future. They have great difficulty in choosing a course of study in the high school. The choices made are often influenced by the merest whims, by parents' or teachers' hobbies, by companions' choices, or by heresay evidence that certain subjects are hard or easy. After entering the high school, many pupils have come to the office to obtain permission to drop a certain study because they have found it to be something very different from what they thought it was when they decided to take it. An elective system gives rise to much harmful changing about by students who have no aim in their study. I have also found that students will decide the question of going to college or into business with just about as much judgment as they use in electing courses upon entering the ninth grade. But few of them are serious minded enough to consider carefully the kind of work that they should take up in college.

Conditions in the High School.

In order to obtain a more definite idea of the actual situation in the high school itself, I made a special study of 531 boys. These boys were asked to answer a number of questions as honestly and carefully as they possibly could. I have every reason to believe that the results obtained are as accurate as is the judgment of the average high school boy. Of the 531 boys in all grades of the high school, 240 had decided upon some vocation. From the 291 who had not arrived at any decision in the matter, 194 had tried to do so while 97 boys had made no effort at all. 235 of these said that they would like to have advice on the subject, leaving 56 who were apparently indifferent to the question.

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This evidence alone was sufficient to show that there was great need for vocational guidance in the high school. A study of the 240 who had made a decision gave still more interesting data. In asking them, how they came to this decision and by whom they were influenced in making the choice, I found that 105 cases were practically settled by parents. So far the teachers had influenced only 20. Companions had led 33 to do as they were going to do. 59 had chosen a certain vocation because some relative or friend in the occupation had made it attractive to them, and 23 boys had arrived at their conclusion without the aid of any one. This proved that the parents were the dominating factors, and that the teachers were not making full use of their opportunity, and that many pupils were making life decisions without any proper guidance or influence. Because of a sad experience in my own life, I asked what knowledge they had of the vocation they had chosen. 47 of them had worked during vacations or at other times in the occupation they had decided upon. 34 knew something about the vocation because their parents or relatives were in it. 36 had spent some time reading and studying about their choice. And 123 confessed that they had no real knowledge of the vocation that they had determined to enter. Of the 240 I found that 150 were choosing their studies in accordance with a plan to prepare for their life work, and that 90 were still drifting along without any idea of how they might best realize their ambition. Partly as a matter of curiosity on my part I asked what purpose they had in mind in choosing a particular vocation. One answered for "service", 19 were after "money"; 85 merely "preferred" or "liked" that one best; 39 really thought they were better "fitted" for it than anything else; 19 wished to enter the same work with their parents; and 77 could think of no purpose in particular except to make a living.

A study of the choices that were made by the 240 boys gave evidence of a rather narrow vision of the world's work. 30 different vocations were named. About one third of all the boys were going to be engineers of some kind. 22 were

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looking toward law. 12 had decided to take up farming. Of course there were a number in Grand Rapids who were interested in manufacturing, but the others were scattered among the most familiar occupations. Most teachers of mathematics would agree that of the 73 who had chosen engineering a good number could be wisely guided into different lines by an investigation of their ability in that subject.

Altogether the investigation gave much evidence of a need of better guidance, and this evidence, together with the knowledge that the pupils who have a definite aim actually do a much higher grade of work than those who are drifting along the path of least resistance, lead us to determine on a scheme of guidance which we have now learned to call "vocational."

Below the High School.

The logical beginning for the work of guidance is below the high school. This is necessary not only for those who must choose between the courses offered in the high school, but is even more necessary for those who have no ambition to go on with their preparation for life and for those who by force of circumstances must leave the day school to go to work. Teachers in the seventh and eighth grades should turn the direction of their teaching to the value of education, the needs of the world for workers, and in stirring the ambitions of their pupils to make the most of their opportunities. They should have at hand a good library of vocational books that they can handle wisely. They should make a most careful study of the child and its possibilities, passing on to the high school such data as can be recorded by means of a record card system. Pupils who do not enter high school should be followed up even more carefully. Through the placement committee of the vocation bureau they may be lead away from the "Blind Alley" employments, and can be directed into the kind of work for which they may best be fitted. Another important factor in bringing proper influences to bear upon the lives of these adolescents is the right

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kind of men as teachers or principals of the grammar schools. Boys cannot help feeling that schools are effeminate when they do not come into contact with the influence of manly men. It is also essential that girls should not have their first experience in dealing with men after they have entered industrial, commercial, or even social life. If men are not in the schools as teachers they can at least be brought to give talks to the students along vocational lines. Every teacher who is alive to the subject will devise plans for bringing inspiration to these young minds.

Parent's Clubs.

From my investigation of the influences that determine the choice of the high school boy, I realize the need of instructing the parents as well as the pupils. Nearly all of our grammar schools have organized parents' clubs. The progress of the movement to make the school house a social center is also opening the way for splendid opportunities to educate the parents in the art of wise guidance, and is bound to promote a more helpful co-operation between parent and teacher. We have published a little pamphlet addressed to the parents of the eighth grade pupils in regard to the advantages of a high school education and as a guide in choosing studies upon entering the high school. Other pamphlets are in process of preparation. These will be on vocational topics and for the benefit largely of those who cannot go on immediately with their education, but who must find some kind of employment.

Guidance in the High School.

Vocational guidance is, or should be a process of drawing out from a pupil a knowledge of himself, of opening his eyes to see the wide field of opportunity that is before him, and of developing in him the elements of character that make for a successful life. This work begun in the grammar grades should be perfected as far as possible in the high school. Vocational guidance is then a problem of self development and not a matter of mere information or of the

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giving of advice. Following out this theory we have selected in the high school the department of English for the purpose of experiment. In this subject we reach every pupil and at the same time offer the students subjects for composition that are of real interest to them and about which they have some ideas of their own. The aim of the arrangement of themes will be seen from the following scheme:—

9/1 Grade: Autobiographical Themes.

1. The Family. 2. My Health. 3. The Record of a Day. 4. My Habits. 5. My Likes and Dislikes. 6. My Travels. 7. The Most Important Event in my Life. 8. My Ambition. 9. My Church. 10. A Self Estimate.

9/2 Grade: Biography.

1. (Franklin, etc.) at my age. 2. How (Edison) succeeded. 3. My opportunities compared with those of (Lincoln). 4. Have I some Qualities found in (Great Men)?

10/1 Grade: The World's Work.

1. The Kind of Employment that I can get now. 2. Child Labor. 3. Wages of those leaving school at the Eighth Grade Compared with High School Graduates. 4. Different Vocations selected and assigned by the teacher.

10/2 Grade: My Vocation.

1. Why Have I Chosen this Vocation? 2. Interview with a Successful Man or Woman in the Vocation. 3. Plan for Entering this Vocation.

11/1 Grade: Elements of Success. (Character).

1. What Are Business Habits? 2. Character vs. Reputation. 3. The Effect of Overcoming Bad Habits. 4. The Manly Man. 5. Which Has the Greater Effect on your Character, Your Environment or Your Associates? 6. What Kind of an Employee does the Business Man Want? 7. What Elements of Character are Demanded by My Vocation?

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11/2 Grade: Elements of Success. (Duty and Obligation.)

1. Keeping Faith With Self and With Others. 2. One's Duty Toward Parents, Friends, and Employer. 3. Discuss "Fidelity is Seven-Tenths of Business Success". 4. Am I the Architect of My Own Character? 5. What is the Reward of Duty Done? 6. Does My Vocation Impose upon me any Duty or Obligation?

12/1 Grade: The Individual and Society.

1. Why Should I be Interested in the Following:— (a) The Public Schools? (b) Social Settlements? (c) Charity Organizations? (d) Religious Societies? 2. My Vocation and the Community. 3. My Avocation. 4. What Could I do if my Vocation were Taken From Me?

12/2 Grade: Citizenship.

1. What is Public Spirit? 2. What is my Duty to the State? 3. Why Obey the Law? 4. Why Be Honest in Business? 5. Should Business Interfere with Public Welfare? 6. The Right Use of Money.

These suggested themes are merely types to show the aim of the work. Teachers who are in sympathy with the plan will readily work out their own ideas. The pupils themselves will also suggest many profitable studies. The one thought of preparation for life and life's work through the chosen vocation should be the dominating purpose underlying the whole scheme.

Vocational Record Cards.

To make use of the valuable material gained through the written themes and personal conferences with the teachers of English, a plan for recording the information relating to vocational guidance has been devised. Naturally the first record desired is from the grammar school, to be used

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as a guide if the pupil enters the high school, or to be kept by the grammar school principal who wishes to follow up those who have entered industrial life. The following card is suggested for this purpose.

VOCATIONAL RECORD FOR THE EIGHTH GRADE.

Name..... Age... Date of Graduation.....
Parent's Name..... Address .....
Parent's Occupation .....

VOCATIONAL INFLUENCE OF

Family ..... Health.....
Habits..... Ability.....
Experience..... Peculiarities.....
Character..... Leadership.....
Stability ..... Vocation.....
Teacher's Opinion.....
.....

Teacher.....

When a pupil has entered the high school a regular scholarship record is kept by means of a large card nine and one-half inches by twelve inches. On the back of this card is recorded the progress made by the pupil in developement of character and vocational tendencies. The information received from the eighth grade is affixed or transferred to this card. At the end of each semester the teacher of English and the session room teacher add to the record such data as in their judgment may be of future value in giving advice or in making recommendations. The reverse side of the record card is prepared as shown below.

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REVERSE OF REGULAR SCHOLARSHIP RECORD CARD.

VOCATIONAL RECORD

Name..... Parent's Vocation.....

Semester	Plans for Future	Ability	Personal History	Character	Teacher

School Counselors.

The Grand Rapids High School is organized with six session room teachers who are in fact assistant principals. They are in full charge of about two hundred and fifty pupils each, and all matters of scholarship and petty discipline are within their jurisdiction. These teachers form a sort of cabinet for the principal in directing the work of the pupils and are therefore well situated to act as vocational counselors. The problems of choice of studies, of keeping up in daily work, and in matters of discipline offer them opportunities for vocational guidance that many times bring immediate results. These teachers have not more than three recitations a day, so that they have the time and opportunity to talk with pupils. At the beginning of each semester these teachers examine the records on the cards just described. They add the experience of that semester and so the data are gathered for use as may be needed in giving advice or in making recommendations for college or for business positions. This system places at the disposal of the principal, who is the chief counselor, the combined judgment of a dozen or more teachers, each of whom has had a special opportunity to study the pupil. At this point in the work of guidance the school has done about all that it can without the co-operation of those who are to receive the product of their efforts.

The Function of the Vocation Bureau.

The whole problem of vocational guidance is primarily educational. It belongs to the school as a legitimate part of its work, just as positively as the teaching of any subject in the curriculum. As was said earlier in this paper, we have worked out a fairly satisfactory adjustment of the relations between the public schools and the higher institutions of learning through many years of conference and co-operation. *Now,* with the introduction of manual training and technical courses into our schools we have been brought face to face with a practical issue. We are expected to

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prepare the youth of our cities for the life that they must live in the community, and we find upon self examination that we know very little of the demands and opportunities of this great industrial world of ours. We of the public schools must pursue the same methods of conference and co-operation with the men who are directing the business institutions into which our pupils are to enter, as we have in the past with university and college men.

Industrial education is in the experimental stage and many mistakes will be made before we have adjusted our course of study to the existing conditions. We are also following the practical trend of things by making over our methods of teaching along all lines so as to motivate the whole course of study. If all of this is to be done successfully we must have the aid and counsel of successful, educated business men and women. This is the chief function of the so called Vocation Bureau. In each city, through the co-operation of the Board of Education and the Board of Trade or Commerce, a commission of interested citizens should be appointed to counsel with the school authorities in the solution of all of these problems. The right kind of citizens on such a bureau will lend power to the movement and will make it possible to carry out the plans that may be formulated. Under the direction of this body investigations should be conducted and information should be published regarding the demands of commerce and industry. Data concerning the overcrowding of both professions and trades should be secured for the use of the counselors. The employment bureau and the department of health and child labor law enforcement form very important factors of the work. However, I wish to emphasize the principle thesis of this argument that the movement for vocational guidance is strictly an educational function. For this reason it belongs to the schools as a formal part of their work and should be directed by the authority of the local Board of Education. With this central authority the work can be conducted with greater harmony, and more effectual results can be obtained. The vocational counselor should logically

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be a member of the school system, in touch with all of its departments and as near to the lives of the pupils as possible. The principal of the school from which the pupils go out into the world is their natural counselor. I do not approve of the idea of making the work of vocational counselling a "new profession". It is merely a broadening out of the opportunity and duty of the school principal. It seems to be a very logical way of meeting the demand that is being made on the public schools for a better preparation of our boys and girls or to obtain the most out of a course in college, to meet the needs of a complex civilization, and at the same time to help them find true happiness and success in life by fulfilling the purpose for which their Creator placed them in the world.

REPORT OF INTERSCHOLASTIC ATHLETIC COMMITTEE.

The following report of the Committee on interscholastic athletics was presented by Principal Spencer R. Smith of the Wendell Phillips High School, Chicago.

Your committee on Interscholastic Athletics begs to make the following preliminary report:

The question of athletics in secondary schools is one of prime importance. Its relation to the physical, mental, and moral training of the adolescent boy and girl makes it a problem, the solution of which is the desire of every right thinking teacher and principal.

Whether inter-high school or academy leagues are healthful and conducive to the physical, mental, and moral development of the participants; whether the annual competitions offered our secondary schools by the colleges and universities bring to the pupils, taking part therein, that which is productive of bodily strength, mental alertness, and high moral ideals; whether some of the athletic sports are not the underlying cause of many disciplinary problems that confront our secondary schools of today; whether there

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is sufficient compensation in the banners, watches, vases, and various trophies earned to warrant the extreme physical exertion of competitive games; whether it would not be much wiser to open the gymnasium in and out of school hours to the school as a whole rather than to the very small per cent that trains for the teams of the various high school leagues, and thus develop a broad line of athletic sport by way of field exhibitions in which such events are allowed as are thoroughly health producing and conducive to that development that goes to the proper making of virile, earnest men, and strong, beautiful, true women; which of the many athletic events now offered go to the highest development physically and which militate against such development because of the immaturity of the participant; whether the girls should under any circumstances be allowed to participate in any form of competitive sport: These are some of the phases of the great problem that confronts us in the consideration of athletics in secondary schools.

While this study of inter-high school athletics is pursued, it is also proposed to consider intra-high school athletics—a system where proper attention is paid to that buried 95 per cent of our membership, buried that the five per cent may bring banners, and vases, and sport gold watches—buried to awaken a spirit of semi-professionalism in school athletics.

It is proposed to make a study of the equipment of our gymnasiums to note whether the authorities realize the value of physical development and the value of play in mental and moral development. To this end, as a result of the study, it is hoped that some evidence may be found, indicative that our school boards are furnishing,—somewhere, somehow,—outdoor facilities, athletic fields, etc., indicating their belief in "the entire school at play."

When this is all answered, it will be easy to pass to the proper recognition of those who have made best use of these facilities, not by way of school professionalism, in football, baseball, or track—but in that all around physical development that goes to make the better business man, the better

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lawyer, the better father and man: that hereafter the Phi Beta Kappa man may not be looked upon as a "sissy," and the "center" of the team, the college hero, but that he shall be considered the "best man" who would be available for a Rhodes scholarship in the secondary school. Mr. Smalley of Ann Arbor has made this suggestion together with the plan of an annual honor banquet where scholarship, football, base ball, track, oratory, and attendance shall share equally in the honors of the evening.

Trained men and women should be in control. The average teacher in our high school board of control is too busy to take proper care, and the professional coach is entirely unaware of academic culture or of the moral issues at stake, and looks for newspaper notoriety for his team, dealing oftentimes deceptive "dope" to take opposing teams off their guard, or to instil an over confidence that leads to defeat. Men and women properly trained in physiology, the proper exercise of the body, and with that culture and ethical poise necessary to know the value of the product to be developed in our schools, must be found for the work. Have they been found or must they be trained especially?

These are the problems in the rough—the details are many—that your committee proposes to study, and it asks the schools affiliated with this body to cooperate in the hope that some data may be received that will enable the formulation of principles and their recommendation to this body at the next meeting, in the hope that what is done in our secondary school athletics will be developmental in its character and not in imitation of college athletics which has become at least semi-professional. As an illustration an experience of a Chicago principal is apropos. He refused to recommend a certain young man, who was not graduated, to a certain insituation, altho he sent his standings. The registrar of the university asked for an explanation. He was told that the young man's sudden desire to study cattle was due to a deeper desire to play football: that the principal was unwilling to recommend a young man, not properly prepared therefor. Why are certain young men going to certain

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institutions? These young men are athletes. Rumors are afloat. Can this committee probe this and others of its kind?

Respectfully submitted,
SPENCER R. SMITH,
Chairman.

The report was received and the Committee continued.

REPORT OF COMMITTEE TO AUDIT TREASURER'S REPORT.

Assistant Superintendent W. J. S. Bryan, of St. Louis, Missouri, presented the following report for his Committee:

Your committee has audited the account of the Treasurer and has found the evidences of receipt and expenditure in exact accord with the report as presented by him.

W. J. S. BRYAN,
Chairman.

The report was adopted.

COMMITTEE ON TIME AND PLACE OF MEETING.

Professor F. G. Hubbard, University of Wisconsin, Chairman of Committee on Time and Place of Meeting, presented the following report:

The committee on time and place of the next annual meeting begs leave to submit the following recommendations:

1. That the annual meeting of 1912 be held in Chicago.
2. That the date of the annual meeting of 1912 be Friday and Saturday, March 22nd and 23rd.

F. G. HUBBARD,
Chairman.

The report was adopted.

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COMMITTEE ON INSPECTION OF COLLEGES.

On motion of Director Carman it was voted that the Committee on Inspection of Colleges be increased from five to seven. The Committee as it now stands consists of Prof. A. S. Whitney, University of Michigan; President J. T. H. Main, Grinnell College; Dean E. A. Birge, University of Wisconsin; Principal G. W. Benton, Shortridge High School, Indianapolis, Indiana; Superintendent J. S. Brown, Joliet High School; President Harry Pratt Judson, University of Chicago; and Principal Frederick L. Bliss, Detroit University School.

The last two named have been added to the original Committee.

Director Carman also presented the following, which was approved.

I would like also to recommend that the action of the Commission in striking out part of the sentence be confirmed. This now reads,

"The accrediting shall be by vote of the Association upon the recommendation of the Commission based upon the report of the committee of inspection."

We want to strike out "based upon the report of the committee on inspection."

MEMBERS OF THE COMMISSION.

The President of the Association made the regular appointment of the four members of the Commission to serve from 1911 to 1914. The Commission as it now is constituted is as follows:

APPOINTED FOR 1909-1912.

President Harry Pratt Judson, University of Chicago.

Professor E. O. Holland, Indiana University.

Superintendent A. F. Nightingale, Chicago.

Principal George W. Benton, Shortridge High School, Indianapolis.

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APPOINTED FOR 1910-1913.

President James H. Baker, University of Colorado.

Professor F. G. Hubbard, University of Wisconsin.

Inspector A. S. Whitney, University of Michigan.

Principal E. L. Harris, Central High School, Cleveland.

APPOINTED FOR 1911-1914.

President George E. MacLean, Iowa State University.

President John R. Kirk, Normal School, Kirksville, Missouri.

Director George N. Carman, Lewis Institute, Chicago.

Principal F. L. Bliss, University School, Detroit, Michigan.

REPORT OF THE COMMITTEE ON RESOLUTIONS.

Dean E. W. Davis, University of Nebraska, presented the report of the Committee upon the resolutions offered by Professor Waldo, as follows:

The resolutions which were referred to the committee were these:

"*Resolved,* that our colleges should recognize the claims of physical education and should make adequate and systematic provision for the physical department, including athletic sports, in time and money, to the end that all students shall be under efficient and responsible physical supervision during their undergraduate period.

"*Resolved,* that while intercollegiate athletics are practiced colleges can not consistently approve of the presence of professional athletes upon their teams.

"*Resolved,* that in intercollegiate football, 'interference' should be abolished."

While the committee is in cordial sympathy with the purpose of these resolutions, we felt that perhaps it was unwise for us to say anything about what was really technical matter in football, the matter of interference. Possibly a majority of this Association has the requisite technical knowledge. That is up to the Association. We have also

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changed in some degree the wording of the resolutions and that changed wording has been shown Professor Waldo and he is satisfied with it.

Therefore, Mr. President, with the committee appointed to consider the three resolutions offered by Professor Waldo, I beg leave to report the following substitute:

Resolved, that our colleges should continue to recognize the claims of physical education and should make adequate and systematic provision therefor; that they should heartily encourage athletic sports, generously providing both time and money in promoting the same among the student body, aiming that in the end all students shall be brought under efficient and responsible physical supervision.

Resolved, that this Association commends all efforts that have been made to free college athletics from professionalism and urges the earnest continuance of such efforts.

After a somewhat lively discussion the motion to approve the substitute resolutions was laid on the table.

GENERAL DISCUSSION.

On the suggestion of President Benton a brief general discussion of the papers presented was engaged in by the following members:

DIRECTOR CARMAN: It seems to me this is one of the most important meetings of our Association. It has been fully put before us at this meeting as to those we prepare for college in the high school, and we heard something from Dean Clark about the sort of men that go to college. We have heard that there are others to be considered, ninety-five per cent., and now it seems to me, in the light of the papers which we have had today on the questions of agriculture, domestic training, and vocational guidance, that we are going to consider our responsibility and duty towards those who are not going to college and are

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entering upon this larger phase of our complete work; and I think it is mighty encouraging.

I want to add just a word along the line of this last paper by Principal Davis, of the Grand Rapids High School, also suggested by Dean Clark. There is a close connection between this whole question and the address of our President, the elective system. Speaking especially for the secondary school, what about the elective system? Is not the answer to that question in this question of vocational guidance? I believe it is. Let us have a curriculum. Let us have subjects taught that will enable us to aid boys and girls; tell them from our knowledge of them what should be done for them. Fit the curriculum, the course of study, the classes, the instruction that is given to the needs as we know they exist. Having done that, however it may be done, in secondary school or in college, we must consider each individual.

Just a word in that direction. I have gotten into the habit of challenging every boy or girl who comes to the school with which I am connected along these lines suggested by Dean Clark. Why are you here? Why do you come? Should you come? Where are you going? Sometimes they do not know. The idea is to set them thinking in that direction. How can a man go anywhere if he goes to the ticket office to buy his ticket without any notion of where he is going? Why are you here? They tell me what they want to do. Have you the ability to do it? I put that question Professor Clark suggested right to them. Does your record show you have the ability to be a lawyer or a doctor? We do not want all the pupils we can get. We want to know that they are aiming at something. So I challenge them at the admission, when they come in, and every time the question of work for the next three months comes up they are challenged again. Every time they come and ask to have some changes made in their program they are challenged. Every time they fail in some line of work the whole thing is re-examined. It is easy enough to get the machinery for doing these things. We hear something

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of scientific management in factories, and in railroading. We need a little more scientific management in the way we get at these matters. We have our eyes opened to the importance of this question, the present and ultimate welfare of these young people who are entrusted to our care, and I believe we are getting somewhere when we are helping to direct their attention to the fact that this all means something, and that it is our duty to devise such machinery as will help them to accomplish what they ought to accomplish.

PRESIDENT BLANCHARD: I always hear Dr. Carman with interest and usually with agreement, but I have throughout this whole discussion this morning found my mind resting on this question: is it possible for the boy in the secondary school to do the thing which it is proposed that he should do? That is, is it possible for him intelligently to choose his vocation? I very much question, Mr. Chairman, whether that is possible. I wish all the high school boys, when Dr. Carman asks them the question just intimated, would say, "Well, Dr. Carman, you are older than I am and you know a great deal better than I do what I need. I think that is up to you. You lay down a course, and I shall follow it. If you are my teacher I am going to study the things you advise me to study and do them as well as I can."

Now, Mr. Chairman, I am fully satisfied we are on the right track in education. I think we are getting back to the theory that everybody knows more than anybody, and that, on the average, teachers know more than their pupils; that a faculty of the high school or the college is better enabled to determine what will be a proper course of study for a boy or a girl than the boy or girl; and especially, Mr. Chairman, if I listened correctly in gathering some ideas read from the papers, and I tried to, I believe we are getting back to the doctrine that it is not the easy thing or the thing which the boy wants or the girl wants that ought to be done,

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but while people are young the hard thing, the difficult thing, the thing which is repulsive, and nevertheless the thing which is duty.

MR. GEORGE R. TWISS (Ohio State University): Mr. Chairman, there is one fact, it seems to me, which has been brought out by implication in all these papers which ought to be stated directly, and that is that the boys and girls who come into our schools are some of them idea-minded. There are some of them who are fond of intellectual gymnastics; they take kindly to classifying, to getting information from books, and to doing abstract thinking. There is another class who are thing-minded, and they take pleasure only in thinking about things and handling materials. Their chief ambition is to do and to bring things to pass in the material world.

Those types are not distinct. You may find some of those who have the idea-mindedness who have a certain amount of ability to handle things, and those who prefer to handle things may have a certain amount of ability to think in an abstract way and to classify and to arrange facts and to indulge in intellectual gymnastics. But the trouble has been in the past that our universities and colleges, and therefore our high schools, have been planned exclusively for the idea-minded student who wishes to indulge in intellectual gymnastics and likes to do that, or who has conscience enough to do it, if the teacher or professor tells him to.

There has been almost a total neglect up to within the past five or six years of the boys and girls who wish to work with materials, who make quick intuitive judgments and who get their culture from contact with actual physical environment and comparatively little from mental or intellectual gymnastics, because it is not the kind of thinking that they are able to do at that stage of their growth. I think that out of all this discussion we ought to take back with us to our individual institutions and spread as widely as

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possible the idea that in judging the boys and girls under our care we should have a care to bring out this distinction between those who can deal with materials and those who can deal with ideas, and hand it down to the teachers in the schools; for there has been, under my observation in visiting schools, a strong tendency for graduates who are idea-minded themselves to propagate that kind of education into the schools. They have been trained up in the colleges under that kind of *regime*. That is the only kind of *regime* they know. They know how to get information from books; they do not know how to get it from things; and they hand that same kind of mental attitude down through the schools. What we need is to get ready recognition of the other side of the question; that the student who has the ability to grasp things, to make intuitive judgments and bring things to pass with material things, should have his fair share and honor in the planning of the curriculum and the conduct of the work.

PRINCIPAL J. E. ARMSTRONG (Englewood High School, Chicago): Mr. Chairman, I recently made a visit to a distant city to look up the matter of vocational courses, and in that visit I met a gentleman in one of the leading schools who had given a good deal of attention to the matter of advising pupils as to their vocation. I was naturally very anxious to have a conversation with him; and upon learning that I was interested in the question of introducing vocational courses he said he would advise me that we should not introduce any vocational courses into a school system until we had procured a competent vocational adviser. Now this gentleman spoke with a strong foreign accent, so perhaps that had a little to do with his views. I inquired of him his method of advising. He said that his method was to go to the home of the boy and find out what his ancestry had been, what the occupation of his parents and his grandparents had been, then he talked with the boy in regard to his studies, and then he advised him what to take.

I remarked that I thought that was a pretty large under-

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taking, to advise a young man as to his vocation upon such data. I do not know that I could be as sure of my ground as to what vocation he should go into. If I understood that question and felt as positive as President Blanchard does on his demonology, I think I should go forward with considerable confidence. The fact is, the question is a very complex one, and I am very much pleased with the presentation of the paper by Mr. Davis, because it seems to me we can not advise pupils widely without a great deal more data than it is possible for the school man casually to gather. We need to present all that we can to the pupil himself as to the bearing of different occupations and leave it to him to decide eventually whether he is really fit for such an occupation or not.

I think it was the fault of the schools in going too far in this matter of allowing great liberty of choice to students. Neither the pupil nor the parent can decide what are the studies that would best fit a boy for his work in life. That is a matter of expert advice of the school man. If the boy or the parent can decide what the occupation is, it ought to be our business to advise him what are the studies that contribute toward that end. I think we are on the proper ground when we lay out a course of study that will lead toward an occupation or a profession, but we must leave very largely to the individual to choose his occupation, and I think if we can go at the subject as carefully as the paper indicates and present these data to the parents of the children they will be able to choose the course of study. It should be our place then to advise the studies to be pursued.

MR. BRYAN: Mr. President, I would like to say that as I listened to the paper of Mr. Davis I felt the enormous responsibility that we teachers take upon ourselves in advising a particular line of work, knowing as little as the best of us know with reference to the individual capacity of the child. I was helped, however, by this thought, which was brought out and which I should like to emphasize. The

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most helpful thing that we teachers can do for the child is to open up the field; let him know what this line and the other line of work will require of him. I am impressed with the feeling that we ourselves do not know very definitely what all different lines of work do specially and specifically require, and that to be helpful to our pupils we shall have to study very carefully and inquire very intelligently that we may have something to suggest to the child, something to open up to him of the various possible avenues there are in life. Then we shall be able, perhaps, to give him such a view that he will choose not because his classmates are going to choose, not because his relatives are in the business, not because somebody has suggested this, that, or the other course, when he really does not know what is required in any one of them.

PRINCIPAL DAVIS: Mr. President, may I tell just one story that has been so helpful to me I think it may be suggestive to others? We have in our city an organization among the boys known as the Junior Board of Trade. Every Saturday morning I meet fifty boys at nine o'clock in the board of trade rooms. I give them a talk about the industry that we are going to visit that day; and possibly the manager or one of the experts in that industry is there to give them a talk also before we start out. Then we spend the rest of the morning going through some of the large industries of our city. We have been carrying this work on now for nearly two years through the winter season and on into the spring pretty well, every Saturday morning. It is not only a great benefit to the boys to find out what is being done in their own city, what the world's work is, as they go to see it in its processes; but it has been such an eye-opener to me that I feel it was well worth all of the time and energy that, as busy as I am, I have put upon this every Saturday morning. It has made me a larger, broader, better man and handler of boys.

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MR. R. L. SANDWICK: I have done a little work in the direction of trying to find out what qualities are required and desired in various lines of work. We sent out a number of letters to men, particularly in Chicago, who are eminent in different lines of work, or who have been especially successful, and asked, among others, this question: What qualities are preeminent in those men who have made a success in your line of work, and what qualities in those who have failed to make a success?

After studying the results of those inquiries—we got a good many letters in reply—I rather came to the conclusion that they could be tabulated under certain rather definite and narrow heads that perhaps school men arrive at, whether we know it or whether we do not. For instance, a man must have mental capacity for practically all professions, rather inborn, in order to secure the ability for the success that he is after. He must have a right attitude toward work,—persistent industry. That was a word that seemed to catch a great many different men in their replies. A man must have persistent industry. He must have the right attitude toward work. He must have the right attitude toward truth, in other words, he must be honest, in order to succeed. And that would not be so of one profession only or of one business or occupation, but of all of them that we received any reply from at all. And finally, he must have the right attitude toward other people, toward society in general. It rather came to me in the end that possibly success or failure in any individual case may be due to qualities within, which would have resulted in success or failure in another occupation, perhaps.

It would be a great thing if this organization, it seems to me, could have a committee work on that subject to find out whether a man who has failed in one thing would have succeeded preeminently in another, or whether failure is not rather a moral or mental characteristic that does not have so much bearing upon the work itself that he is engaged in.

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Closing Remarks.

In closing President Benton said, I wish to say that I feel that the meeting has been a very profitable one. I wish to thank those who have taken part in it for the courtesy which they have shown the Chair and the industry which has been exhibited all through the meeting on the part of those who were doing the committee work and those who have been willing to sit on the benches and listen to the results of their labors.

The new President, Harry Pratt Judson, President of the University of Chicago, was then introduced to the Association by the retiring President.

The Association then adjourned.

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LIST OF MEMBERS.

INSTITUTIONS.

(c. m. means Charter Members.)

OHIO.

Case School of Applied Science, '08, Cleveland, President Chas. S. Howe.
Central High School, c. m., Cleveland, Principal Edward L. Harris.
Central High School, '96, Toledo, Principal W. B. Guitteau.
Central High School, '06, Columbus, Principal W. M. Townsend.
Denison University, '99, Granville, President Emory W. Hunt.
Doane Academy, '09, Granville, Dean H. R. Huntley.
East High School, '02, Columbus, Principal F. B. Pearson.
East High School, '02, Cleveland, Principal B. U. Rannels.
Findlay High School, '09, Findlay, Principal J. T. Smith.
Glenville High School, '06, Cleveland, Principal H. S. Cully.
Hughes High School, '96, Cincinnati, Principal E. W. Coy.
Kenyon College, '08, Gambier, President Wm. F. Pierce.
Lincoln High School, '02, Cleveland, Principal J. W. McLane.
Miami University, '04, Oxford, President Guy P. Benton.
Marietta College, '08, Marietta, President A. J. Perry.
North High School, '05, Columbus, Principal C. D. Everett.
Ohio State University, c. m., Columbus, President W. O. Thompson.
Oberlin College, c. m., Oberlin, President H. C. King.
Ohio Wesleyan University, c. m., Delaware, President Herbert Welsh.
Rayen High School, '03, Youngstown, Principal W. L. Griswold.
Steele High School, '09, Dayton, Principal Charles Loos, Jr.
South High School, '02, Cleveland, Principal G. A. Reutenik.
South High School, '06, Columbus, Principal C. S. Barrett.
University of Cincinnati, '99, Cincinnati, President C. W. Dabney.
University School, '02, Cleveland, Principal Geo. D. Pettee.
University School, '09, Cincinnati, Head Master W. E. Stillwell.
Western Reserve University, c. m., Cleveland, President Chas. F. Thwing.
Western College for Women, '01, Oxford, President John Grant Newman.
Walnut Hill High School, '99, Cincinnati, Principal W. Taylor Harris.

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Woodward High School, '99, Cincinnati, Principal Geo. W. Harper.
West High School, '00, Cleveland, Principal Theo. H. Johnston.

MICHIGAN.

Olivet College, '06, Olivet, President E. G. Lancaster.
Central High School, c. m., Grand Rapids, Principal Jesse B. Davis.
Central High School, c. m., Detroit, Principal David Mackenzie.
Detroit University School, '00, Principal Frederick L. Bliss.
East Side High School, '10, Bay City, Principal G. R. Swain.
East Side High School, '95, Saginaw, Superintendent E. C. Warriner.
High School, '95, Kalamazoo, Superintendent S. O. Hartwell.
University of Michigan, c. m., Ann Arbor, President Harry D. Hutchins.

INDIANA.

Fort Wayne High School, '96, Principal C. F. Lane.
LaPorte High School, c. m., LaPorte, Superintendent John R. Wood.
Lafayette High School, '01, Superintendent E. Ayers.
Howe School, '04, Lima, Rector T. H. McKenzie.
Indiana University, c. m., Bloomington, President W. L. Bryan.
Manual Training High School, Indianapolis.
Purdue University, '08, Lafayette; President W. E. Stone.
Shortridge High School, c. m., Indianapolis, Principal George Buck.
University of Notre Dame, '06, President John Cavanaugh.
Wabash College, c. m., Crawfordsville, President George L. Mackintosh.

ILLINOIS.

Aurora High School, East Side, '05, Principal Gilbert W. Kelly.
Bradley Polytechnic Institute, '97, Peoria, Director T. C. Burgess.
Chicago Teachers' College, '08, Chicago, Principal W. B. Owen.
Eastern Illinois State Normal School, '08, Charleston, President L. C. Lord.
Evanston Academy of Northwestern University, c. m., Principal A. H. Wilde.
High School, c. m., Evanston, Principal W. F. Beardsley.
Englewood High School, '96, Chicago, Principal J. E. Armstrong.
Elgin Academy, '09, Elgin, Principal Leo N. Sleighton.
Elgin High School, '98, Elgin, Principal W. S. Goble.
Ferry Hall, '09, Lake Forest, Principal Miss Frances L. Hughes.
Grand Prairie Seminary, '08, Onarga, President H. H. Frost.

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Harvard School, c. m., Chicago, Principal John J. Schobinger.
Hinsdale High School, '09, Hinsdale, Principal H. E. Giles.
Illinois College, c. m., Jacksonville, President C. H. Rammelkamp.
Illinois State Normal School, '08, Normal, President David Felmley.
Illinois Women's College, '09, Jacksonville, President Joseph R. Harker.
J. Sterling Morton High School, '05, Clyde, Principal H. V. Church.
Joliet Township High School, '05, Principal J. Stanley Brown.
Knox College, '96, Galesburg, President Thomas McClelland.
Kewanee High School, '04, Kewanee, Principal T. B. Cleveland.
Kankakee High School, '09, Kankakee, Principal Charles H. Kingman.
Lake Forest College, c. m., Lake Forest, President John S. Nollen.
Lake Forest Academy, Lake Forest, Head Master William Mathew Lewis.
Lake View High School, '96, Chicago, Principal B. F. Buck.
Lyons Township School, '96, La Grange, Principal S. R. Cole.
Lewis Institute, '95, Chicago, Director G. N. Carman.
La Salle-Peru Township High School, '05, Principal T. J. McCormack.
Marshall High School, '99, Chicago, Principal Louis J. Block.
Northwestern University, c. m., Evanston, President A. W. Harris.
Northern Illinois Normal School, '08, De Kalb, President John W. Cook.
New Trier High School, '07, Kenilworth, Principal F. D. Sims.
Ottawa Township High School, '96, Ottawa, Principal W. F. Mozier.
Rock Island High School, Rock Island, Principal H. E. Brown.
Rockford College, '06, Rockford, President Julia Gulliver.
Rockford High School, '09, Rockford, Principal C. P. Briggs.
Southern Illinois Normal School, '08, Carbondale, President D. B. Parkinson.
Sterling Township High School, '06, Sterling, Principal E. T. Austin.
Streator Township High School, '97, Streator, Principal Ralph R. Upton.
Thornton Township High School, '09, Harvey, Principal S. W. Smith.
University of Illinois, c. m., Urbana, President E. J. James.

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University of Chicago, c. m., President H. P. Judson.
Western Illinois Normal School, '08, Macomb, President Alfred Bayliss.
William McKinley High School, '96, Chicago, Principal G. M. Clayberg.
West Aurora High School, '06, Aurora, Principal Harold Steele.
Wheaton College, '08, Wheaton, President Charles A. Blanchard.

WISCONSIN.

Beloit College, c. m., Beloit, President Edward D. Eaton.
Carroll College, Waukesha, '09, President W. O. Carrier.
East Division High School, '07, Principal George A. Chamberlain.
Lawrence University, '05, Appleton, President Samuel Plautz.
Milwaukee-Downer Academy, Milwaukee, Principal Miss Ellen C. Sabin.
Milwaukee-Downer College, '11, Milwaukee, President Ellen C. Sabin.
Milwaukee Academy, '97, Milwaukee, Principal J. H. Pratt.
North Division High School, '04, Milwaukee, Principal R. E. Krug.
Ripon College, '04, Ripon, Acting President Frank M. Erickson.
South Division High School, '06, Milwaukee, Principal E. Rissman.
University of Wisconsin, c. m., Madison, President, Charles R. Van Hise.
Wayland Academy, '06, Beaver Dam, Principal E. P. Brown.

MINNESOTA.

Central High School, '04, St. Paul, Principal V. K. Froula.
Cleveland High School, St. Paul, Principal Milo Stewart.
Carlton College, '06, Northfield, President D. Crolins.
Humboldt High School, St. Paul, Principal H. S. Baker.
University of Minnesota, '96, Minneapolis, President Geo. W. Vincent.
Winona Normal School, '08, Winona, President Irvin Shepard.

IOWA.

Cornell College, c. m., Mt. Vernon, President Wm. F. King.
Coe College, '08, Cedar Rapids, President N. N. Smith.
High School, '06, Council Bluffs, Principal S. L. Thomas.
Drake University, '06, Des Moines, President H. M. Bell.
High School, '06, Dubuque, Principal F. L. Smart.
Iowa College, '95, Grinnell, President J. H. T. Main.

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Iowa State Teachers' College, '09, Cedar Falls, President H. H. Seerley.
State University of Iowa, c. m., Iowa City, President George E. MacLean.
Simpson College, '06, Indianola, President Charles E. Shelton.
Upper Iowa University, '09, Fayette, President William A. Shanklin.

MISSOURI.

Cape Girardeau Normal School, '09, Cape Girardeau.
Central High School, '96, St. Louis, Principal ——
Drury College, '98, Springfield, President Homer T. Fuller.
Kirkwood High School, '10, Kirkwood, Principal Ethalene Flournoy.
Mary Institute, '00, St. Louis, Principal E. H. Sears.
Missouri Valley College, '98, Marshall, President Wm. H. Black.
Park College, '02, Parkville, President Lowell M. McAfee.
University of Missouri, c. m., Columbia, President A. Ross Hill.
Washington University, c. m., St. Louis.
Westminster College, '00, Fulton, President David R. Kerr.
William McKinley High School, St. Louis, '05, Principal G. B. Morrison.

NEBRASKA.

University of Nebraska, '96, Lincoln, President Samuel Avery.

KANSAS.

Baker University, '08, Baldwin, President Lemuel H. Murlin.
Ottawa University, '09, President S. E. Price.
University of Kansas, '96, Lawrence, Chancellor Frank Strong.
Washburn College, '06, Topeka, President Frank K. Sanders.

COLORADO.

Colorado College, '96, Colorado Springs, President W. F. Slocum.
The Miss Walcott School, '06, Denver, ——.
University of Colorado, '96, President James H. Baker.
University of Denver, '09, University Park, President Henry A. Buchtel.

OKLAHOMA.

University of Oklahoma, '01, Norman, President David R. Boyd.

SOUTH DAKOTA.

High School, Aberdeen, '07, Principal W. L. Cochrane, Aberdeen.
Dakota Wesleyan University, '08, Mitchell, President Samuel Fletcher Kerfoot.

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High School, Sioux Falls, '08, Principal W. J. Earley.
High School, Yankton, Principal R. C. Shellenbarger.
Mitchell High School, '09, Principal M. M. Ramer.
University of South Dakota, '08, Vermilion, President F. B. Gault.

NORTH DAKOTA.

Fargo College, '11, Fargo, President Charles C. Creegan.
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KENTUCKY.

University of Kentucky, '10, Lexington, President James K. Patterson.

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Marion Talbot, '07, Dean of Women, University of Chicago, Chicago.
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C. M. Woodward, '99, Professor in Washington University, St. Louis.

NEBRASKA.

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C. A. Dunaway, '11, President, Missoula.

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CONSTITUTION OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

AS AMENDED AT THE FIFTEENTH ANNUAL MEETING, MARCH 25, 1910.

ARTICLE I.

NAME.

The name of this Association shall be the North Central Association of Colleges and Secondary Schools.

ARTICLE II.

OBJECT.

The object of the Association shall be to establish closer relations between the colleges and secondary schools of the North Central States.

ARTICLE III.

MEMBERSHIP.

Sec. 1. The members of the Association shall consist of the following two classes: First, colleges and universities, and secondary schools. Secondly, individuals identified with educational work within the limits of the Association.

Sec. 2. Election to membership shall require a two-thirds vote of the members present at any meeting, and shall be made only upon the nomination of the Executive Committee.

Sec. 3. An institutional member shall be represented at the meeting of the Association by its executive head, or by some one designated by him in credentials addressed to the secretary.

Sec. 4. No college or university shall be eligible to membership whose requirements for admission represent less than fifteen units of secondary work as defined by the Commission on Accredited Schools.

Sec. 5. No college or university shall be eligible to membership which confers the degree of Doctor of Philosophy or Doctor of Science except after a period of three years of graduate study, not less than two of which shall be years of resident study, one of which shall be at the institution conferring the degree.

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Sec. 6. No secondary school shall be eligible to membership which does not provide fifteen units of secondary work as defined by the Commission on Accredited Schools. After April 1, 1912, no college or university shall be eligible to membership which is not on the list of accredited colleges of the Association.

Sec. 7. If the dues of any member shall remain unpaid for two years, such membership in the Association shall lapse.

ARTICLE IV.

POWERS.

All the decisions of the Association bearing upon the policy and management of higher and secondary institutions are understood to be advisory in their character.

ARTICLE V.

OFFICERS AND COMMITTEES.

Sec. 1. The officers of the Association shall be a President, two Vice Presidents, a Secretary, a Treasurer, and an Executive Committee consisting of the President, the Secretary, the Treasurer, and four other members elected by the Association.

Sec. 2. The officers shall be chosen at the annual meeting for the term of one year, or until their successors are elected. The election shall be by ballot.

Sec. 3. The Executive Committee shall have power to appoint committees for conference with other bodies, whenever in their judgment it may seem expedient.

Sec. 4. In case an officer holding office as representative of an institutional member severs his connection with the institution represented, he shall at his discretion hold his office until the close of the next regular meeting of the Association.

Sec. 5. The Executive Committee shall have authority to fill a vacancy in any office, the officer elected by the committee to hold office until the close of the next annual meeting.

ARTICLE VI.

DUTIES OF OFFICERS.

Sec. 1. The President, or in his absence one of the Vice Presidents selected by the Executive Committee, shall preside at the meetings of the Association, and shall sign all orders upon the Treasurer.

Sec. 2. The Secretary shall keep a record of the proceedings

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of the Association and attend to all necessary correspondence and printing.

Sec. 3. The Treasurer shall collect and hold all moneys of the Association, and pay out the same upon the written order of the President.

Sec. 4. The Executive Committee shall make all nominations for membership in the Association, fix the time of all meetings not otherwise provided for, prepare programmes, and act for the Association when it is not in session. All the acts of the Executive Committee shall be subject to the approval of the Association.

ARTICLE VII.

MEETINGS.

There shall be annual meeting of the Association and such special meetings as the Association may appoint.

ARTICLE VIII.

MEMBERSHIP.

To meet expenses, an annual fee of $10 shall be paid by each university, $5 by each college, and $3 each by all other members, and each member shall have one vote.

ARTICLE IX.

QUORUM.

One-fourth of the members of the Association shall constitute a quorum.

ARTICLE X.

AMENDMENTS.

This constitution may be amended by a three-fourths vote at any regular meeting, provided that a printed notice of the proposed amendment be sent to each member two weeks before said meeting.

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REGISTRATION.

Allison, Archibald M., Deerfield Township High School, Highland Park, Illinois.
Babcock, Kendric C., Bureau of Education, Washington, D. C.
Begg, James T., Superintendent City Schools, Ironton, Ohio.
Bell, Arthur T., Englewood High School, Chicago, Illinois.
Bell, Hill M., President Drake University, Des Moines, Iowa.
Benton, Charles W., Professor of Romance Languages, University of Minnesota.
Benton, Guy P., President of Miami University, Oxford, Ohio.
Benton, Mrs. George W., Indianapolis, Indiana.
Benton, Marie Belle, Evanston Academy, Evanston, Illinois.
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Boyd, W. W., Dean, College of Education, Ohio State University, Columbus, Ohio.
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Briggs, C. P., Principal Rockford High School, Rockford, Illinois.
Brown, B. F., Assistant Principal, Lake View High School, Chicago, Illinois.
Brown, Henry E., Principal, New Trier Township High School, Kenilworth, Illinois.
Bryan, W. J. S., Assistant Superintendent of Schools, St. Louis, Missouri.
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Cooper, Richard Watson, President Upper Iowa University, Fayette, Iowa.

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Cowling, Donald J., President, Carlton College, Northfield, Minnesota.

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Davis, Ellery W., Dean, University of Nebraska, Lincoln, Nebraska.

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Early, W. I., Principal, Sioux Falls High School, Sioux Falls, South Dakota.

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Freer, H. H., Professor, Cornell College, Mount Vernon, Iowa.

Frost, Henry H., President, Grand Prairie Seminary, Onarga, Illinois.

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Gray, Alexander C., Acting President, Eureka College, Eureka, Illinois.

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Harrod, Samuel Glenn, Professor, Eureka College, Eureka, Illinois.

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Heil, John H., Superintendent, Morgan Park, Illinois.

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Keeler, Mrs. L. W., Michigan City, Indiana.

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Thompson, William Oxley, President, Ohio State University, Columbus, Ohio.
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PROCEEDINGS

OF THE

SEVENTEENTH ANNUAL MEETING

OF THE

North Central Association

OF

Colleges and Secondary Schools

HELD AT

CHICAGO, ILLINOIS

MARCH 22-23, 1912

Edited by

THOMAS ARKLE CLARK

Secretary of the Association

Published by the Association

1912

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The Association

Copies of the proceedings of the North Central Association of Colleges and Secondary Schools may be obtained by addressing the Treasurer of the Association, Mr. J. E. Armstrong, Englewood High School, Chicago. The price of single copies is twenty-five cents. The price of the complete set with the exception of volumes twelve and sixteen which are out of print, is as far as published, $3.75.

The next meeting of the Association will be held in Chicago, March 21 and 23, 1913.

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THE

NORTH CENTRAL ASSOCIATION

OF

Colleges and Secondary Schools

SEVENTEENTH ANNUAL MEETING

Chicago, March 22 and 23, 1912

The seventeenth annual meeting of the North Central Association of Colleges and Secondary Schools was held in Chicago, Friday and Saturday, March 22 and 23, 1912.

FIRST SESSION FRIDAY, MARCH 22, 1912.

The Association was called to order at 10 o'clock a. m., in the Banquet Hall of the Auditorium by President Harry Pratt Judson, of the University of Chicago.

President Judson delivered the annual address as follows:

PRESIDENT'S ADDRESS.

DR. HARRY PRATT JUDSON, UNIVERSITY OF CHICAGO.

One of the marked facts in the educational history of the United States is the extraordinary growth in attendance on institutions of higher learning within the last few decades.

The increase in the attendance on educational institutions has, to a large extent, outstripped the ratio of the increase of the population.

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May we infer from this very large gain in the attendance on schools of various grades that we have thereby a fair measure of progress in education? Are we getting results to correspond? Is there, in other words, a largely accelerated increase in the education and efficiency resulting therefrom throughout the country at large? In short, may we reasonably compare the effectiveness of our whole system of education with that, for instance, of Germany?

It is not my purpose to-day to discuss the details, to any great extent, or to criticize particular forms of education, but rather to take a general survey of the whole field. As an Association of Secondary Schools and Colleges we are in a position to regard education as a continuous whole from the elementary school to the university, and perhaps in that way we can reach some judgments which at least will answer as a provisional basis for a scientific and detailed investigation. May we ask ourselves in the first place at what point in the educational scheme we find on the whole the most strenuous work on the part of students? I think few of us would doubt that we should find that especially in such schools as those of law, medicine, and technology, in every one of which there is an immediate professional purpose which gives definiteness to the ambition of those concerned. Perhaps to these may be added some college preparatory schools in which in like manner there is the definite object of passing college entrance examinations. In all these, in other words, the work of the student is directly related to an immediate end of his hopes and ambitions.

On the other hand, where in the entire scheme do we find noticeably a tendency to idling, accompanied by innumerable forms of social distraction? In other words, where do we find instructors casting about them for artificial stimuli to encourage the educational activity of students? Perhaps we should agree without doubt that we can find this particular spot in the usual secondary school and in the college. In fact, educational literature of late is filled with discussions of how to grapple with the very many puzzling forms which this problem assumes.

May we infer that the quality of the teaching profession

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is at fault? While of course no one claims that the profession is beyond criticism, and that it is not open to very large improvement, at the same time I think it will be admitted that the great body of those engaged in teaching are intelligent, are faithful to their duties, and are trying in every reasonable way to improve the methods with which they are doing their work, and to find still more definite aims. There is an increasing amount of professional training, and there is a much greater volume of careful study of existing conditions. I do not believe, therefore, that on the whole the quality of the profession can be regarded as responsible for such facts as may appear in derogation of getting the best results from certain forms of our educational organization.

Perhaps we can find some light as to our problem if we take up the specific question, regarding that as somewhat typical. Some studies have been made of the age at which students trained for medical practice finally reach their profession. At a late meeting of the Council on Medical Education, the President of that Council, Dr. Arthur Dean Bevan of Chicago, stated that medical candidates at the Western Reserve University in June, 1912, will have an average age of 27.9 years; Harvard, 27.2; Rush Medical College, in affiliation with the University of Chicago, 27; the University of California, 27; Johns Hopkins University, 26.4; and Cornell University, 26.4. It will be remembered that at the Johns Hopkins and at Harvard and at Western Reserve the four-years' medical course follows a four-years' course, making a total of eight years, from which it is fairly to be inferred that the students on the average must have been between 19 and 20 on entering college. At Rush Medical College the total course, including the college course, is six years, from which it should be inferred that the medical candidates must have been upwards of 20 on the average on entering college. Of course when a year or more of the hospital-interne work is added it will appear that the average age of the students from the above institutions when they reach actual practice will be between 28 and 29 years. On

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the other hand, in England the average age of the young practitioner entering on his profession is from 25 to 26, and in Germany also from 25 to 26 years. There is thus in these two countries a discrepancy somewhere of about three years, and surely it can hardly be claimed that on the whole the medical candidates in this country are superior in their training to those in Germany. Where is the discrepancy found?

The average age at graduation from the German *gymnasium* is about 19. It will be seen that, entering the university at that age and beginning immediately with the medical work, as is the case in Germany, the student can complete his medical course, and complete a course as interne in a hospital, and still be ready for practice as above noted at the age of 25 or 26. The *gymnasium* course is on the whole practically equivalent, in its content at least, to a course in one of our high schools, together with the first two years in our colleges. The average age of those receiving the bachelor's degree at the University of Chicago in June, 1911, was 23.78. It happened, incidentally, that among the two hundred graduates in question exactly one hundred were men and one hundred were women. The average age of the men was 23.59 years, and of the women was 23.97 years, giving the average above noted of 23.78. Of course this means that the average young man who took his bachelor's degree was about 19½ years old at the time he entered college, being thus rather more than two years back of the graduate of the German *gymnasium*. Of course these averages include all candidates for the bachelor's degree, of whom only a modicum were medical students, and from the facts as above adduced it appears that the average age of the medical students was somewhat higher than the average age of all the bachelors in question.

Now where occurs this loss of time? In point of fact the testimony of most medical men is clear that it is desirable for students to be younger when they enter on their medical studies as their minds are more flexible. Moreover, it is, as was said, fairly plain that the German training certainly

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is by no means inferior to that in this country, at least. It seems, therefore, that somewhere in the system there is a wastage of at least two years, and possibly more. Where does this wastage occur? Is it found in the organization of our educational system, or is it found in the rate at which our younger students progress in their education?

I am inclined to believe that there is no serious difficulty in pointing out the wastage so far as the organization of the system is concerned. In the first place, the elementary school as usually organized implies eight grades, extending from the sixth year. Of course there are variations in different places. I do not believe that eight grades are necessary. At most this work should be done in seven years, and I think myself it could be done in six years. We do altogether too much teaching at that age. The primary requirement for a child in those years is that he be a healthy, happy, busy little animal. He should learn some things which he can use in the way of reading and writing and number-work and the use of his hands in various ways, and in observation. At the same time the main thing in those years is not the content of knowledge, and I believe that the long duration of the school year fags the child so that there is an intellectual loss in the weariness of the constant schooling. We must remember that education is by no means all the result of schooling. The child gets education at home and in his total environment. Moreover, his mind is maturing and getting added powers by the mere process of growth, and the schooling is one, therefore, among many factors. Let this child escape from us teachers a reasonable amount of time during those years, and I believe we should get just as good results at an earlier age.

In the second place, if we study high school and college catalogues we shall notice that in point of fact the colleges in their first year and in a part of their second year so far as the content of the instruction goes are doing precisely the same things that are done in the high schools. To all intents and purposes, therefore, the work is a duplication. There is an overlapping of work and a waste of time. Of course

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the students are older in the college than they were a year or two before in the high school, and, being older, perhaps they can do the work in a different way and possibly a little better; but then, so far as that goes, it is true at any point in the total curriculm, and I cannot see the advantage of this utter wastage of time. If the work of the secondary school is properly done—and if not properly done it ought to be and can be—when the student finishes the secondary school he ought to be ready for the university; and by that I mean not for a freshman class in a college but for the junior class in the college, which is the beginning of real university work. All the preliminary work which covers the latter part of the high school and the first part of the college course ought to be finished at that time, and the student able to enter specifically and definitely on a given course, continuing it with accurate methods and with a definite accurate purpose.

Now if it is possible to organize the work through the entire curriculm, the saving in the elementary school and the saving in the mal-adjustment before the secondary school and college would rescue just the two years that we need to be able to carry the student through as is done in Germany. Here, then, would seem to be the point of attack for an adequate study of the situation.

At this rate it will be seen that the student should, if he enters college as it is now organized, be not more than 16 years, or at most 17 years, of age; should enter the university ready for professional work in medicine, law, or what not at the age of 18 or 19 years. My own belief is that in every case the earlier age is entirely practicable, but even conceding the other age we should still have a considerable saving.

Considering the other question of the coherent efficiency of the work of the entire curriculum, we are confronted with these facts: The student passes from school to school, falling into the hands of a different set of teachers with different ideas and ideals, but as a rule, so far as my observation goes, possessed with a uniform conviction that the work of

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preparation in the school immediately below is altogether inadequate, and therefore that much of it must be duplicated. I have noticed this in certain high schools, where it seems that the graduate from the grades comes to the high school improperly trained. I notice it each year in colleges, where the college teachers complain that the high school training is not adequate for their purposes. In fact, I remember very well a number of years ago that what was then called a grammar school, which would cover about the second half of our present grades, had the same complaint of the work done in the first four grades. Poor little tots who had come from the grades and the three or four elementary years came up to this grammer school and were not properly trained. I wonder how many of us remember Thomas Nast's cartoon illustrating the Tweed Ring in New York in 1870. The picture showed all the thieving city officials standing in a circle, and each man was pointing his thumb over his shoulder at the man behind him. Nobody was responsible himself; it was always the other fellow who did it. Now I sometimes have thought that we teachers, although of course entertaining no criminal intentions, in practice are somewhat in the position of the gentlemen in Nast's cartoon: it is the other fellow who did it. We are doing our part as well as it can be done, and if only the other fellow would do his part we should get so much better results.

Another difficulty perhaps can be found in the very natural evolution of the secondary school in the direction of specialization. Instead of one teacher's being responsible for all the work or the most of the work of a student of a given age, he passes from the hands of a professor of Latin into the hands of a professor of geography, and thence into the hands of a professor of English, and so into the hands of a professor of mathematics, and so on *ad infinitum*. Each one naturally magnifies his calling, and is sure that he must have just as much of a student's time as he can get. None of them can have in mind the totality of the pupil's work, and the proper adjustment and relativity of the various sub-

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ject matters of instruction. In other words, they are seeking to make the pupil a Latinist, a mathematician, a geographer, and what not, instead of seeking the balance and rounded training to which each child is entitled.

Again, there have been innumerable additions in our schools in the last generation in respect to the subject matter of instruction. Very many subjects have been added. The field of human knowledge is constantly increasing, and we feel that our schools ought to reflect that vast field. It seems a fair question whether the tendency of this is not to try to spread over a curriculum too many small fragments of many things, whereby the pupil loses in the coherence of a definite plan of study and finds substituted a very great number of small fragments of things. It does seem to me that we should get more educational values out of fewer things, taught for a longer time, and with more effective drill and repetition.

Again, I am wondering whether we are getting out of some of our subject matter all the values for which we hoped. May I illustrate, for instance, by such a subject as that of English? As we know, a generation or so ago the English in the secondary school consisted in the main of grammar and rhetoric, and possibly a little in the way of the history of English literature, with now and then readings from some selected authors. That has been expanded into a rich English curriculum, in which a great deal of work is done in writing and in the study of specific authors. We have in our schools a large English faculty, consisting of well-trained instructors and eager teachers who are trying faithfully to accomplish very definite results. These results, I suppose, are to train the student to speak and write English well, to become familiar with the best literature, and above all to become fond of the best literature. I don't feel at all sure that we are getting those results. I don't notice that students entering college write, so far as I can see, perceptibly better English than those who entered college a generation ago, before all this work was done. I don't notice that their grasp of English literature, and

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especially their love for good literature, is very much better, if any, than it was then. Now of course in saying this I admit frankly that I speak not on the basis of an extensive and scientific study of the situation, but simply on the basis of what has come repeatedly under my observation. I am wondering whether the efforts of our university teachers to get their pupils to write good English is not in part counteracted and nullified by the incessant note-taking and scrappy writing done by the same pupils in other departments. In the English department they are taught to write in a certain way to secure good form, and then they go into a geography or history lesson, take rapid notes, and write rapid papers which may contain the subject matter of knowledge in those departments but which is presented in very slovenly English because they have no time to do the thing as it should be. Therefore what we are putting into the pocket with one hand perhaps we are taking out with the other. I cannot forget how one of the noblest poems written by an American author was ruined for me completely by my being obliged to parse it. All the glory and beauty of the poetry evaporated, and there remained a delicately articulated skeleton. I don't know whether this is typical or not, but judging by the kind of reading done by most of our young college students I simply raise the question whether we have got so far as we hoped we were going to get when we entered on this very extensive program of instruction in English.

Now these points are suggestive. I am not recommending a specific plan, although of course it would be easy for any of us to do something of that sort. My own reasonable estimate would be that a better organization than the one at present would be an elementary school of six years, the main purpose being not primarily the acquisition of knowledge; followed by an intermediate school of three years from the ages, say, of 12 to 15, in which the child ought to learn how to use his mind to acquire some specific knowledge; and then perhaps what we might call in the absence of a better name a collegiate school of three years more, in

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which the student might finish his preparation either for business life or for the university. This would, as you see, take off one grade from the eight absolutely; and would take off the last grade of the remaining seven and combine that with the first two of the present secondary school; and would condense the remaining two of the secondary school with the first of the ordinary college into the work of three years: thus making the student ready for the university proper at the age of about 18, or, if you like, 19.

Further, I am inclined to think that our grading is not sufficiently exacting. In other words, that too many are promoted *en masse*. We ought to sift those who are admitted to each grade of the schools from the one below with progressive sharpness, so that the burden of proof should be on a student to prove his right to pass from the elementary to the intermediate school, to pass from the intermediate to the collegiate school, and still more to pass from the collegiate school to the university. That is to say, it should be progressively more difficult to secure promotion. In this way I fancy we could get greater efficiency from our instruction.

You will notice that these matters as to reorganization are by no means the presentation of a definitely formulated plan, but are merely a suggestion as to what perhaps is worthy of consideration and investigation. Many plans may be formed, any one of which may be better than the one herein suggested. The main thing I have in mind is to answer these questions: Can we not in our educational system save at least two years which seem now to go to waste owing to the needless protraction of schooling and the needless duplications? Can we not make our work more effective by giving it greater coherence throughout? Can we not study the subject matter of our intsruction in various things with a view of ascertaining whether on the whole we are getting the results which we ought to get? In other words, if a student of secondary school age has been studying French two or three years why should not the student be able to use that French effectively as a means

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of conversation and sight reading? Why may not the same thing apply to Latin; why may not the same thing apply to any branch of knowledge which we try to impart? Are we getting this form or result?

The report of the Executive Committee was then presented by the Secretary.

REPORT OF EXECUTIVE COMMITTEE.

The Executive Committee met on Thursday evening, March 21, with all members present, and transacted the following business.

An appropriation of $100 was recommended for the use this year of the Commission in sending out additional blanks.

It was voted that the paper on Vocational Guidance, read at the last meeting of the Assocation by Principal Jesse B. Davis, of Grand Rapids, Michigan, be reprinted in the proceedings of the present year. This action was taken because of the fact that the edition is out of print and the demand for the paper continues.

It was voted that the two Secretaries and the Treasurer form a publication committee to issue the publication of the Commission and of the Association for this year in such way and in such numbers as they may decide.

The following applications for membership in the Association were recommended:

The Academy of Northwestern College, Naperville, Illinois; Principal, Thomas Finkbeiner.

On motion, the report was adopted.

Later in the meeting the Executive Committee made the following additional report, which was adopted:

At a meeting of the Executive Committee following the Friday morning session it was recommended that the following colleges be presented for membership in the Association:

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Otterbein University, Westerville, Ohio; President, W. G. Clippinger.

Ohio University, Athens, Ohio; President Alston Ellis.

Fargo College, Fargo, North Dakota; President, C. C. Creegan.

Emporia College, Emporia, Kansas; President, Henry C. Culbertson.

Augustana College, Rock Island, Illinois; President, Gustav A. Andreen.

The applications of other colleges seeking admission were laid over until the next meeting pending their approval by the proper authorities.

The following secondary schools were also recommended for membership:

Augustana Academy, Rock Island, Illinois; Principal, C. W. Foss.

College Preparatory of Forest Park University, St. Louis, Missouri; Principal, Mrs. Anna Sneed Cairns.

Lockport High School, Lockport, Illinois; Principal, George R. Swain.

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TREASURER'S REPORT.

The Treasurer, Principal J. E. Armstrong, of the Englewood High School, Chicago, presented the following report:

REPORT OF THE TREASURER OF THE ASSOCIATION FOR THE YEAR ENDING MARCH 22, 1912.

Receipts.

Cash on hand at date of last report	$ 230.50
Sale of reports	12.95
From one hundred and thirty-four $3 memberships	402.00
From thirty-three $5 memberships	165.00
From twenty-five $10 memberships	250.00
Total	$1060.45

Disbursements.

Printing	$ 403.23
Clerk and stenographers	155.00
Expenses of committees	100.50
Exchange on checks	3.20
Postage	9.10
Membership fee in National Conference	10.00
Cash on hand	$ 379.42
Total	$1060.45

J. E. ARMSTRONG,
Treasurer.

On motion the report was referred to the auditing committee.

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REPORT OF DELEGATE TO THE NATIONAL CONFERENCE COMMITTEE ON STANDARDS OF COLLEGES AND SECONDARY SCHOOLS

The delegate of the Association, Principal Frederick L. Bliss, reported that owing to the absence in Europe of the President and the Secretary of the Committee, the meeting of the Committee had been deferred, and that, therefore, no report could be made at this time.

INTERSCHOLASTIC ATHLETICS COMMITTEE

The Chair called for the report of the Interscholastic Athletic Committee.

The Secretary reported the receipt of a letter from Principal Spencer R. Simth, of the Wendell Phillips High School, Chicago, saying that some work had been done, that the committee was not ready to report, and would like to be continued.

On motion, the committee was continued.

REPORT OF COMMITTEE ON AMENDMENT TO THE CONSTITUTION

Your committee appointed last year to consider an amendment to Section 1, Article III of the Constitution of this Association begs leave to report as follows:

I. We recommend that the wording of this section be changed so as to include "institutions of junior college rank". It will then read as follows:

Sec. 1. The members of the Association shall consist of the following two classes: First, colleges and univer-

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sities, institutions of junior college rank, and secondary schools. Secondly, individuals identified with educational work within the limits of the Association.

We further recommend the insertion of the same phrase in Sec. 4, Art. III, so as to make it read in harmony with Sec. 1.

Sec. 4 will then read: No college or university or institution of junior college rank shall be eligible to membership whose requirements for admission represent less than fifteen units of secondary work as defined by the Commission on Accredited Schools.

II. In making this recommendation the committee has had in mind as institutions of junior college rank such institutions as give two years of work acceptable to accredited colleges and universities of the association as the equivalent of junior ranking, or as representing an equivalent of the first two years of undergraduate work.

Such institutions occur in the North Central States under the title of (1) college or (2) normal school.

In the case of normal schools the committee recognizes the existence of three classes: (a) Schools of only secondary rank offering courses for the professional training of teachers; (b) Schools clearly entitled to the junior college ranking, (c) Institutions ranking as teachers' colleges, fully entitled to grant the bachelor's degree. Those of the first and third groups are already provided for by the Constitution. Those of the second group are not, as are not also other collegiate institutions of recognized junior college rank.

III. Our reasons for believing that the institutions in question should have a place in our institutional membership, along with high schools and colleges, are:

1. These institutions belong fairly in the field which the scope of our work includes.

2. Their work needs to be standardized both to distinguish the junior college work from secondary work and also to determine bases for the transfer of junior credits to senior colleges and universities.

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3. Their representation in our midst will lead to a better understanding all around of the purposes and significance of the work which this Association is trying to accomplish.

Respectfully submitted,

H. A. HOLLISTER
H. H. SEERLEY
GEORGE BUCK
Committee

It was moved and carried as follows: That this report be received and embodied in the proceedings of the Association and that this publication be considered due notice of amendment to the constitution, to come up for consideration at the next annual session.

UNIFORM ENTRANCE REQUIREMENTS IN ENGLISH

Professor Fred N. Scott, of the University of Michigan, presented the report of the Committee on Uniform Entrance Requirements in English, as follows:

The conference held a meeting in Teachers' College, New York, on February 22nd. The delegates were Mr. Hosic, Mr. Miller, of the Detroit Central High School and myself. A good deal of business was transacted of an important kind, but the meeting adjourned to May 30th, when it hopes to complete its labors. The substance of what was done would naturally be given to-morrow at the discussion of the English question, put down for tomorrow morning, I will beg leave, therefore, to report progress at this time and to ask that the committee be continued for the May meeting and hold out the promise that all that is of importance which was done at the meeting will come up in connection with the discussion to-morrow.

On motion, the committee was continued for another year.

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RESIGNATION OF PRINCIPAL E. W. COY

The following letter was read:

HUGHES HIGH SCHOOL
CLIFTON HEIGHTS
CINCINNATI, O.

March 13, 1912

Prof. H. A. Hollister,
Illinois State University,
Champaign, Ill.

DEAR PROF. HOLLISTER:—

Will you be kind enough to present to the North Central Association of Colleges and Secondary Schools my resignation as a member of that body? I am about to retire from teaching and do not expect to be able to attend any more of the meetings of the Association.

Please to assure the members of the Association of my high regard for them personally and of my appreciation of all the kindnesses that I have received from them.

Yours truly,
E. W. COY.

The following motion was presented by Mr. Hollister, seconded, and carried:

I move that as an expression of our appreciation of the fellowship and service of Mr. Coy in this Association we enroll him as an honorary member without obligation as to dues, but with the privilege of coming and going at will as one of us and of receiving the annual proceedings from year to year.

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APPOINTMENT OF COMMITTEES

The Chair then appointed the following committees:

To Nominate Officers for the Ensuing Year:—C. M. Bardwell, Illinois; Frederick L. Bliss, Detroit, Michigan; Charles S. Barrett, Columbus, Ohio; Father Matthew Schumacher, Notre Dame, Indiana; George B. Aiton, Minneapolis, Minnesota; J. V. Denny, Columbus, Ohio.

To Recommend Time and Place of the Next Annual Meeting:—Fred N. Scott, University of Michigan; Edward L. Harris, Cleveland, Ohio; Marshall S. Snow, Washington University.

To Audit the Treasurer's Books:—O. S. Westcott, Chicago; J. S. Nollen, Lake Forest College; John R. Kirk, Kirksville, Missouri.

COMMISSIONER CLAXTON'S ADDRESS

Dr. P. P. Claxton, Commissioner of Education, followed with an address on "The College Course and Its Relation to the Preparation of the High School Teacher." A stenographic report of this address was made and mailed to Dr. Claxton, but it has been impossible to get from him either the revised address or a reply to letters.

SECOND SESSION

Friday, March 22, 1912, 2:00 o'clock P. M.

In the absence of the President, the first Vice-President, Edward D. Eaton, President of Beloit College, Beloit, Wisconsin, presided.

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REPORT OF COMMISSION

The Report of the Commission on Accredited Schools was presented by Professor Charles H. Judd, of the University of Chicago, as follows:

A number of changes in the standards of accrediting secondary schools were recommended. These changes are incorporated in the statement of standards printed on pages 29-30.

Second, a list of accredited secondary schools was reported. The schools recommended to the Association appear in the list on page 32.

Third, the Commission reported to the Association that it had created, on the recommendation of the Board of Inspectors, a committee to be known as the Committee on Blanks and Investigation of Secondary School Problems. This committee was instructed to formulate such changes as may be thought best in the report blanks to be used by the inspectors. The committee was also authorized to conduct such investigations as it may find desirable.

Fourth, the commission reported standards of accrediting colleges and universities. The standards recommended appear on pages 24-25.

The Commission reported the adoption of the following resolutions:

All colleges and universities now members of the Association shall be included in the list of accredited colleges and universities for one year. Any colleges which are admitted to membership by action of the Association this year shall also be placed upon the accredited list of colleges and universities for one year.

OFFICERS OF THE COMMISSION

The officers of the Commission for the ensuing year are as follows:

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Chairman, George N. Carmen, Lewis Institute, Chicago; Vice-Chairman, A. S. Whitney, University of Michigan, Ann Arbor, Michigan; Secretary, Charles H. Judd, University of Chicago, Chicago.

On motion the report of the Commission was adopted. The following is a full statement of the standards and a list of accredited secondary schools.

STANDARDS OF ACCREDITING COLLEGES AND UNIVERSITIES

The Standard American College is a college with a four year curriculum with a tendency to differentiate its parts in such a way that the first two years are a continuation of, and a supplement to, the work of secondary instruction as given in the high school, while the last two years are shaped more or less distinctly in the direction of special, professional, or university instruction.

The following constitute the standards for accrediting colleges for the present year:

1. The minimum scholastic requirement of all college teachers shall be equivalent to graduation from a college belonging to this Association, and graduate work equal at least to that required for a Master's degree. Graduate study and training in research equivalent to that required for the Ph.D. degree are urgently recommended, but the teacher's success is to be determined by the efficiency of his teaching, as well as by his research work.

2. The college shall require for admission not less than fourteen secondary units, as defined by this Association.

3. The college shall require not less than one hundred and twenty semester hours for graduation.

4. The college shall be provided with library and laboratory equipment sufficient to develop fully and illustrate each course announced.

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5. The college, if a corporate institution, shall possess a productive endowment of not less than $200,000.

6. The college, if a tax-supported institution, shall receive an annual income of not less than $100,000.

7. The college shall maintain at least eight distinct departments in liberal arts, each with at least one professor giving full time to the college work in that department.

8. The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

9. The number of hours of work given by each teacher will vary in the different departments. To determine this, the amount of preparation required for the class and the time needed for study to keep abreast of the subject, together with the number of students, must be taken into account; but in no case shall more than eighteen hours per week be required, fifteen being recommended as a maximum.

10. The college must be able to prepare its graduates to enter recognized graduate schools as candidates for advanced degrees.

11. The college should limit the number of students in a recitation or laboratory class to thirty.

12. The character of the curriculum, the efficiency of instruction, the scientific spirit, the standard for regular degrees, the conservatism in granting honorary degrees, and the tone of the institution shall also be factors in determining eligibility.

No institution shall be accredited or retained on the accredited list, unless a regular blank has been filed with the Commission, and is filed triennially, unless the inspectors have waived the presentation of the triennial blank.

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MEMBERS OF COMMISSION ATTENDING AFTERNOON, MARCH 21, 1912

NAME	INSTITUTION	ADDRESS
Aiton, George B.		Minneapolis, Minn.
Angell, James R. (delegate)	University of Chicago	Chicago
Benton, George W.	100 Washington Square	New York, N. Y.
Bliss, Frederick L.	Detroit Univ. School	Detroit, Mich.
Boyd, W. W.	Ohio State Univ.	Columbus, Ohio.
Brown, Henry E.	New Trier Township High School	Kenilworth, Ill.
Brown, J. Stanley	Township High School	Joliet, Ill.
Butler, Nathaniel	University of Chicago	Chicago
Church, H. V.	J. Sterling Morton High School	Berwyn, Ill.
Clippinger, Walter G.	Otterbein University	Westerville, Ohio
Creegan, C. C.	Fargo, College	Fargo, N. D.
Davis, Ellery W.	Univ. of Nebraska	Lincoln, Nebr.
Early, W. I.	Prin. high school	Sioux Falls, S. D.
Elliff, J. D.	Univ. of Missouri	Columbia, Mo.
Harris, Edward L.	Central high school	Cleveland, O.
Heyward, Richard	State Univ. of N. D.	Grand Forks, N. D.
Holgate, Thomas	Northwestern Univ.	Evanston, Ill.
Hollister, H. A.	Univ. of Illinois	Urbana, Ill.
Hubbard, F. G.	Univ. of Wisconsin	Madison, Wis.
Jessup, W. A.	Indiana Univ.	Bloomington, Ind.
Johnson, W. H.	University Inspector	Lawrence, Kansas.
Jones, Adam LeRoy	Columbia University	New York, N. Y.
Jones, George M.	Sec'y Oberlin College	Oberlin, Ohio
Judd, Charles H.	University of Chicago.	Chicago, Ill.
Judson, Harry Pratt	Pres. Univ. of Chicago.	Chicago
Lemon, J. E.		Blue Island, Ill.
Libby, Walter	1704 Hinman Ave.	Evanston, Ill.
Loomis, Hiram B., Prin.	Hyde Park H. S.	Chicago
Mann, C. R.	Univ. of Chicago	Chicago
McClenahan, P. E.	State Inspector Secondary Schools	Des Moines, Iowa
McEachron, D. L.	Washburn College	Topeka, Kansas
McVey, Frank L.	Pres. Univ. of N. D.	Grand Forks, N. D.
Nollen, John S.	Lake Forest College	Lake Forest, Ill.
Payne, Walter A. (delegate)	Univ. of Chicago	Chicago
Pearson, F. B.	Ohio State University	Columbus, Ohio
Pringle, R. W.	High School	La Grange, Ill.
Reed, A. A.	Univ. of Nebraska	Lincoln, Nebr.
Smith, Spencer R.	Wendell Phillips H. S.	Chicago
Smyser, William E.	Ohio Wesleyan Univ.	Delaware, Ohio
Snow, Marshall S.	Washington Univ.	St. Louis, Mo.

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Thompson, Frank E.	Univ. of Colorado	Boulder, Colo.
Tressler, A. W.	Univ. of Wisconsin	Madison, Wis.
Twiss, George R.	Ohio State Univ.	Columbus, O.
Whitney, A. S.	Univ. of Michigan	Ann Arbor, Mich.
Ziegler, T. H.	High School	Riverside, Ill.

MEMBERS OF COMMISSION ATTENDING EVENING, MARCH 21, 1912.

NAME	INSTITUTION	ADDRESS
Angell, James R.	Univ. of Chicago	Chicago
Armstrong, J. E.	Englewood H. S.	Chicago
Brown, Henry E.	New Trier Township H. S.	Wilmette, Ill.
Brown, J. Stanley	Township H. S.	Joliet, Ill.
Buchanan, J. S.	Univ. of Oklahoma	Norman, Okla.
Caldwell, Otis W.	Univ. of Chicago	Chicago
Church, H. V.	J. Sterling Morton H. S.	Berwyn, Ill.
Clippinger, W. G.	Otterbein Univ.	Westerville, O.
Comstock, F. M.	Case Sch. Applied Science	Cleveland, O.
Creegan, C. C.		Fargo, N. D.
Early, W. I.	Prin. High School	Sioux Falls, S. D.
Elliff, J. D.	Univ. of Missouri	Columbia, Mo.
Ensign, F. C.	State University	Iowa City, Iowa
Holgate, Thomas O.	Northwestern Univ.	Evanston, Ill.
Hollister, H. A.	Univ. of Illinois	Urbana, Ill.
Hubbard, F. E.	Univ. of Wisconsin	Madison, Wis.
Heyward, Richard	State Univ. of North Dak.	Grand Forks, N. D.
Johnson, A. H.	Univ. of Kansas	Lawrence, Kansas
Jones, George M.	Oberlin College	Oberlin, Ohio
Judd, Charles H.	University of Chicago	Chicago, Ill.
Kirk, John R.	1st Dist. Normal School	Kirksville, Mo.
McClenahan, P. E.	State Inspector Secondary Schools	Des Moines, Iowa
McEachron, D. L.	Washburn College	Topeka, Kansas
Payne, Walter A.	Univ. of Chicago	Chicago
Pearson, F. B.	Ohio State Univ.	Columbus, Ohio
Pringle, R. W.	Lyons Township H. S.	La Grange, Ill.
Reid, A. A.	Univ. of Nebraska	Lincoln, Neba.
Seeley, Homer H.	Iowa State Normal School	Cedar Falls, Iowa
Snow, M. S.	Washington Univ.	St. Louis, Mo.
Thompson, Frank E.	Univ. of Colorado	Boulder, Colo.
Tressler, A. W.	Univ. of Wisconsin	Madison, Wis.
Twiss, George R.	Ohio State Univ.	Columbus, Ohio.
Ziegler, T. H.	Riverside H. S.	Riverside, Ill.

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LIST OF SECONDARY SCHOOLS

ACCREDITED BY THE

North Central Association

OF

Colleges and Secondary Schools

BOARD OF INSPECTORS

AITON, G. B., State of Minnesota, Minneapolis.
BUTLER, NATHANIEL, University of Chicago, Chicago.
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ENSIGN, F. C., University of Iowa, Iowa City.
GREENE, C. A., State of Missouri, Jefferson City.
HEYWARD, RICHARD, State of North Dakota, Grank Forks.
JESSUP, W. A., University of Indiana, Bloomington.
JOHNSON, W. H., University of Kansas, Lawrence.
LIBBY, WALTER, Northwestern University, Evanston.
MCCLENAHAN, P. E., State of Iowa, Des Moines.
PARSONS, A. C., State of Oklahoma, Oklahoma City.
PEARSON, F. B., Ohio State University, Columbus.
REED, A. A., University of Nebraska, Lincoln.
TERRY, H. L., State of Wisconsin, Madison.
THOMPSON, FRANK E., University of Colorado, Boulder.
TRESSLER, A. W., University of Wisconsin, Madison.
TWISS, GEO. R., Ohio State University, Columbus.
WHITNEY, A. S., University of Michigan, Ann Arbor.
YOUNG, OLIVER O., Public Instruction, Pierre, So. Dak.
HOLLISTER, H. A., University of Illinois, Champaign.
CHAIRMAN.

Adopted March 22, 1912

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STANDARDS OF ACCREDITING SECONDARY SCHOOLS

The aim of the North Central Association of Colleges and Secondary Schools is, first, to bring about a better acquaintance, a keener sympathy, and a heartier co-operation between the colleges and secondary schools of this territory; secondly, to consider common educational problems and to devise best ways and means of solving them; and thirdly, to promote the physical, intellectual, and moral welbeing of students by urging proper sanitary conditions of school buildings, adequate library and laboratory facilities, and higher standards of scholarship and of remuneration of teachers. The Association is a voluntary organization consisting of representatives of both secondary schools and colleges, is devoted solely to the highest welfare of the boys and girls of this territory, and it bespeaks the cordial and sympathetic support of all school men.

The following constitute the standards for accrediting secondary schools for the present year:

1. No school shall be accredited which does not require fifteen units, as defined by the Association, for graduation. More than twenty periods per week should be discouraged.

(A unit course of study in a secondary school is defined as a course covering an academic year that shall include in the aggregate not less than the equivalent of one hundred and twenty sixty-minute hours of class-room work, two hours of manual training or laboratory work being equivalent to one hour of class-room work.)

2. The minimum scholastic attainment of all secondary school teachers of academic subjects shall be equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools. It is strongly advised that this attainment include, or be supplemented by, special study of the content and the pedagogy of the subject taught. Such requirements shall not be construed as retroactive.

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3. The number of daily periods of class-room instruction given by any teacher should not exceed five, each to extend over at least forty minutes in the clear. The Board of Inspectors will reject all schools having more than six recitation periods per day for any teacher.

4. The laboratory and library facilities shall be adequate to the needs of instruction in the subjects taught as outlined by the Association.

5. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

6. The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school are paramount factors, and therefore only schools which rank well in these particulars, as evidenced by rigid thoroughgoing, sympathetic inspection, shall be considered eligible for the list.

7. The Association will decline to consider any school whose teaching force consists of fewer than four teachers of academic subjects exclusive of the superintendent. The Association recommends the introduction of the so-called vocational subjects, such as Agriculture, Manual Training, Household Arts, and Commercial Subjects into schools where local conditions render such introduction feasible, but the inspectors will hold that a sufficient number of qualified teachers must be added to provide adequately for such instruction.

8. No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. In case of schools having twelve or more teachers a complete report on teachers once in three years will be sufficient; but full data relative to changes should be presented annually.

9. All schools whose records show an excessive number of pupils per teacher, as based on average number be-

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longing, even though they may technically meet all other requirements, are rejected. The Association recognizes thirty as maximum.

10. The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association.

11. The agent of communication between the accredited schools and the Secretary of the Commission for the purpose of distributing, collecting, and filing the annual reports of such schools and for such other purposes as the Association may direct, is as follows:

a. In states having such an official, the Inspector of Schools appointed by the state university. b. In other states the Inspector of Schools appointed by the state university. b. In other states the Inspector of Schools appointed by state authority, or, if there be no such official, such person or persons as the Secretary of the Commission may select.

The Association is very conservative, believing that such action will eventually work to the highest interests of the schools and the Association. It aims to accredit only those schools which possess organization, teaching force, standards of scholarship, equipment, esprit de corps, etc., of such character as will unhesitatingly commend them to any educator, college, or university in the North Central territory. Wherever there is reasonable doubt concerning the standing of a school, the Association will accept that doubt as ground sufficient to justify rejection.

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ACCREDITED SCHOOLS

Colorado

Aspen
Boulder (Colorado State Preparatory)
Canon City
Canon City: South
Colorado Springs
Cripple Creek
Delta
Denver:
  East Side
  Manual Training
  North Side
  South Side
  West Side
Durango
Fort Collins
Fort Morgan
Fruita
Glenwood (Garfield County)
Golden
Grand Junction
Greeley
Lamar
Las Animas (Bent County)
La Junta (Otero County)
Leadville
Longmont
Loveland
Monte Vista
Montrose
Pueblo:
  District 1
  District 20
Rocky Ford
Salida
Trinidad
Victor

Illinois

Alton
Augustana Academy (Rock Island)
Aurora:
  East
  West
Belvidere:
  South
Bloomington
Bloom Tp. (Chicago Heights)
Blue Island
Bradley Polytechnic Institute (Peoria)
Bridgeport Tp.
Cairo
Carrollton
Carthage
Carthage College Academy
Centralia Tp.
Champaign
Charleston
Chicago:
  Austin
  Bowen
  Calumet
  Carl Schurz
  Crane Technical
  Curtis
  Englewood
  Hyde Park
  Lake

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Illinois—Continued
Lake View
Lane Technical
Marshall
McKinley
Medill
Morgan Park
Phillips
Tuley
Waller
Chicago Latin School
Clinton
Collinsville Tp.
Danville
Decatur
Deerfield Tp. (Highland Park)
DeKalb Tp.
Dixon
Dixon North
Drury Academy (Aledo)
Dundee
DuQuoin Tp.
East St. Louis
Elgin
Elgin Academy
Evangelical Proseminar (Elmhurst)
Evanston Academy
Evanston Tp.
Ferry Hall (Lake Forest)
Frances Shimer Academy (Mt. Carroll)
Freeport
Galesburg
Geneseo Tp.
Grand Prairie Seminary (Onarga)
Granite City
Harrisburg Tp.
Harvard
Harvard School (Chicago)
Hinsdale
Hoopeston
Ill. Woman's Col. Prep. Dept., (Jacksonville)
Jacksonville
Jennings Seminary (Aurora)
Joliet Tp.
J. Sterling Morton Tp. (Cicero)
Kankakee
Kenwood Institute (Chicago)
Kewanee
Lake Forest Academy
La Salle-Peru Tp. (La Salle)
Lexington
Lincoln
Lockport Tp.
Lovington Tp.
Lyons Tp. (LaGrange)
Macomb
Maine Tp. (Des Plaines)
Marshall Tp.
Mattoon
Moline
Monmouth
Monticello Seminary (Godfrey)
Morgan Park Academy
Morris
Mt. Vernon Tp.
Murphysboro Tp.

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Illinois—Continued

New Trier Tp.
Kenilworth
Normal
N. W. Col. Acad. (Naperville)
N. W. Mil. Academy (Highland Park)
Oak Park and River Forest Tp. (Oak Park)
Olney
Ottawa Tp.
Paris
Paxton
Pekin
Peoria
Polo
Pontiac Tp.
Princeton Tp.
Proviso Tp. (Maywood)
Quincy
Riverside
Robinson Tp.
Rochelle
Rockford
Rock Island
Roseville Tp.
St. Charles
Savanna Tp.
Springfield
Sterling Tp.
Streator Tp.
Sycamore
Taylorville Tp.
Thornton Tp. (Harvey)
Tuscola
University High School (Chicago)
Urbana
Waukegan Tp.
West Chicago
West. Ill. Nor. School, Acad. Dept. (Macomb)
Western Mil. Acad. (Upper Alton)
Wheaton
Wheaton College Acad.
Whipple Academy (Jacksonville.)
Woodstock

Indiana

Alexandria
Anderson
Attica
Bedford
Bloomington
Brazil
Columbus
Connersville
Covington
Crawfordsville
Culver Military Academy
Decatur
East Chicago
Elkhart
Elwood
Evansville
Ft. Wayne
Frankfort
Franklin
Gary
Goshen
Hammond
Hartford City
Howe (Lima)

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Indiana—Continued

Huntington
Indianapolis:
  Manual Training
  Shortridge
Jeffersonville
Kokomo
Lafayette
La Grange
La Porte
Lawrenceburg
Lebanon
Michigan City
Mishawaka
Mount Vernon
Muncie
New Castle
North Manchester
Peru
Plymouth
Rensselaer
Richmond
Rushville
Shelbyville
Sheridan
South Bend
Sullivan
Terre Haute
Union City
Valparaiso
Wabash
Whiting

Iowa

Algona
Audubon
Boone
Burlington
Carroll
Cedar Falls
Cedar Rapids
Centerville
Chariton
Charles City
Cherokee
Clarinda
Clinton
Corning
Corydon
Council Bluffs
Cresco
Creston
Davenport
Decorah
Denison
Des Moines:
  East
  North
  West
Dubuque
Eagle Grove
Elkader
Fort Dodge
Grinnell
Ida Grove
Independence
Indianola
Iowa City
Keokuk
Lemars
Manchester
Maquoketa
Marengo
Marion
Marshalltown
Mason City

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Iowa—Continued

Missouri Valley
Muscatine
Newton
Osage
Onawa
Oskaloosa
Ottumwa
Red Oak
Sac City
Sioux City
Spencer
Villisca
Vinton
Washington
Waterloo:
East
West
Waverly
West Liberty

Kansas

Abilene
Arkansas City
Atchison
Atchison Co. (Effingham)
Baker Academy (Baldwin)
Burlington
Chanute
Chase Co. (Cottonwood Falls)
Cherokee Co.
Cherryvale
Clay Co. (Clay Center)
Concordia
Dodge City
El Dorado
Emporia
Eureka
Ft. Scott
Garnett
Great Bend
Hiawatha
Holton
Hutchinson
Iola
Junction City
Kansas City
Kingman
Lawrence
Leavenworth
Lyons
Marysville
McPherson
Minneapolis
Montgomery Co. (Independence)
Newton
Olathe
Ottawa
Paola
Parsons
Pratt
Reno Co. (Nickerson)
Sabetha
Salina
Seneca
Stafford
Sterling
Sumner Co. (Wellington)
Topeka
Trego Co.
Washburn Academy (Topeka)
Wichita
Winfield

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Kentucky

Ashland
Covington

Michigan

Adrain
Albion
Alma
Alpena
Ann Arbor
Battle Creek
Bay City
  East
  West
Benton Harbor
Bessemer
Big Rapids
Birmingham
Boyne City
Cadillac
Calumet
Charlotte
Chelsea
Coldwater
Crystal Falls
Detroit:
  Central
  Eastern
  Higgins
  Home and Day
  Macmillan
  University
  Western
Dollar Bay
Dowagiac
Escanaba
Flint
Gladstone
Grand Rapids:
  Central Union
Grand Haven
Gwinn
Hancock
Hastings
Hillsdale
Holland
Houghton
Howell
Hudson
Ionia
Iron Mountain
Ironwood
Ishpeming
Jackson
Kalamazoo
Lake Linden
Lansing
Ludington
Manistee
Manistique
Marshall
Marquette
Mason
Menominee
Midland
Monroe
Muskegon
Mt. Clemens
Negaunee
Niles
Norway
Ontonagon
Otsego
Owosso
Petoskey
Pontiac

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Michigan—Continued

Port Huron
Portland
River Rouge
Saginaw:
  East
  West
Sault Ste. Marie
South Haven
St. Johns
St. Joseph
St. Louis
Sturgis
Three Rivers
Traverse City
Union City
Wyandotte
Ypsilanti

Minnesota

Albert Lea
Alexandria
Anoka
Austin
Bemidji
Blue Earth
Brainerd
Canby
Cloquet
Crookston
Detroit
Duluth Central
East Grand Forks
Ely
Eveleth
Fairmont
Faribault
Fergus Falls
Gilbert
Glencoe
Grand Rapids
Hastings
Hibbing
Hutchinson
Jackson
Lake City
Litchfield
Little Falls
Luverne
Mankato
Marshall
Minneapolis:
  Central
  East
  North
  South
  West
Montevideo
Moorhead
Morris
New Ulm
Northfield
Owatonna
Pillsbury Academy
Pipestone
Red Wing
Redwood Falls
Rochester
St. Cloud
St. James
St. Paul:
  Baldwin Preparatory School
  Central
  Cleveland
  Humboldt
St. Peter

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Minnesota—Continued

Shattuck (Faribault)
Sleepy Eye
Spring Valley
Stillwater
Thief River Falls
Two Harbors
Virginia
Wadena
Waseca
Wells
Willmar
Windom
Winona
Worthington

Missouri

Cameron
Carrollton
Carterville
Carthage
Chillicothe
College
Columbia
Christian College Academy
Drury College Academy
(Springfield)
Forest Park Uni. Col. Prep.
Fredericktown
Fulton
Hannibal
Joplin
Kansas City:
Central
Manual Training
Westport
Kemper Military School
Kidder Institute
Kirkwood
Lexington
Lindenwood College
Academy
Manual Training School
Washington University
Maplewood
Mary Institute (St. Louis)
Marshall
Maryville
Mexico
Poplar Bluff
Savannah
St. Charles
St. Louis:
Central
McKinley
Soldan
Sumner
Yeatman
Saint Joseph
Savannah
Sedalia
Shelbina
Smith Academy (St. Louis)
Stephens College Academy
Trenton
University High School,
Columbia
Webster Groves

Montana

Anaconda
Billings
Bozeman (Gallatin County)
Dawson County (Glendive)
Curtis County (Miles City)
Fergus County (Lewistown)
Park County (Livingston)

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Nebraska

Albion
Ashland
Auburn
Aurora
Beatrice
Blair
Brownell Hall (Omaha)
Columbus
Crete
David City
Doane College Academy
Falls City
Fairbury
Franklin Academy
Fremont
Friend
Geneva
Grand Island
Hastings
Hastings College Academy
Havelock
Hebron
Holdrege
Kearney
Lincoln
McCook
Nebraska City
Nebraska Military Academy
Nebraska Wesleyan Academy
Norfolk
NorthPlatte
Omaha
Pawnee City
Plattsmouth
Schuyler
Seward
South Omaha
Superior
Teachers College High School
Tecumseh
University Place
Wahoo
York

North Dakota

Bismarck
Bottineau
Cando
Carrington
Dickinson
Devil's Lake
Fargo
Grafton
Grand Forks
Jamestown
Kenmare
Lakota
Larimore
Lisbon
Minot
Park River
University Model H. S.
Valley City
Wahpeton
Williston

Ohio

Akron
Akron: South
Akron Buchtel Academy
Ashtabula
Athens

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Ohio—Continued

Barberton
Bellaire
Bellefontaine
Bellevue
Bowling Green
Bryan
Bucyrus
Cambridge
Canal Dover
Canton
Chardon
Chicago Junction
Chillicothe
Cincinnati:
  Franklin School
  Hughes
  Walnut Hills
Woodward
University School
Circleville
Cleveland:
  Central
  East
  Glenville
  Lincoln
  South
  West
  University School
Cleveland Heights
College Hill:
  Ohio Military Inst.
Columbus:
  Central
  Clinton
  East
  North
  South
  School for Girls
  West
Conneaut
Coshocton
Covington
Dayton:
  Steele
  St. Mary's Institute
Stivers Man. Tr.
Defiance
Delaware
Delphos
East Cleveland
East Liverpool
Eaton
Elyria
Findlay
Fostoria
Fremont
Galion
Gallipolis
Geneva
Glendale
Granville:
  Doane Academy
Greenfield
Greenville
Hamilton
Hartwell
Hillsboro
Ironton
Jefferson
Kent
Kenton
Lakewood
Lancaster
Lima
Lisbon

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Ohio—Continued

Lockland
London
Lorain
Madisonville
Mansfield
Marietta
Marion
Martins Ferry
Marysville
Massillon
Medina
Miamisburg
Middletown
Mt. Vernon
Nelsonville
Newark
New Concord
New Philadelphia
Niles
Norwalk
Norwood
Oberlin
Oberlin Academy
Painesville
Piqua
Pomeroy
Portsmouth
Ravenna
Salem
Sandusky
Shelby
Steubenville
St. Marys
Tiffin
Toledo
Toledo Smead School
Troy
Upper Sandusky
Urbana
Urbana University School
Uhrichsville
Van Wert
Wadsworth
Wapakoneta
Warren
Washington
Wauseon
Wellsville
Willoughby
Wooster
Wooster Academy
Wyoming
Xenia
Youngstown:
  Rayen
  South
Zanesville

Oklahoma

Enid
McAlester
Muskogee
Oklahoma City

South Dakota

Aberdeen
Brookings
Canton
Deadwood
Huron
Lead
Madison
Mitchell
Pierre
Rapid City
Redfield

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South Dakota—Continued

Sioux Falls:
  High School
  All Saints
Vermilion
Watertown
Webster
Yankton

West Virginia

Wheeling

Wisconsin

Antigo
Appleton
Ashland
Baraboo
Beaver Dam
Beaver Dam
  (Wayland Academy)
Beloit
Berlin
Black River Falls
Burlington
Chippewa Falls
Columbus
Delavan
Eau Claire
Edgerton
Elkhorn
Elroy
Evansville
Fennimore
Fond du Lac
Fort Atkinson
Grand Rapids
Green Bay:
  East
  West
Hartford
Hudson
Janesville
Kaukauna
Kenosha
La Crosse
Lake Geneva
Lancaster
Madison
Madison (Wisconsin Academy)
Manitowoc
Marinette
Marshfield
Medford
Menasha
Menominee
Merrill
Milwaukee:
  East
  North
  South
  West
Milwaukee-Downer Seminary
Mineral Point
Monroe
Neenah
Neillsville
New London
New Richmond
Oconomowoc
Oconto
Oshkosh
Platteville
Plymouth
Portage

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Wisconsin—Continued

Racine
Racine College Grammar School
Reedsburg
Rhinelander
Rice Lake
Richland Center
Ripon
River Falls
Sheboygan
Sinsinawa (St. Clara Academy)
South Milwaukee
Stanley
Stevens Point
Stoughton
Sturgeon Bay
Superior:
Central
Nelson Dewey
Tomah
Viroqua
Washburn
Waukesha
Waupaca
Waupun
Wausau
Wauwatosa
West Allis
Whitewater

Wyoming

Cheyenne

At the close of Secretary Judson's report President Frank L. McVey, of the University of North Dakota, was introduced and presented the following address:

THE DEFINITION OF HIGH SCHOOL UNITS

The North Central Association of Colleges and Secondary Schools has now had a history of seventeen years. It was created with the distinct purpose of standardizing the secondary schools in the matter of equipment, curriculum, and teaching experience, and to determine through agreement a more uniform basis for admission to colleges. These purposes carried, along with the progress that has been made in organizing the work of the Association, a double problem. The emphasis first placed upon the standardization of the high schools has now been succeeded by the demand for a definition of what is meant by a standard college. It is further to the point to note that the representatives of the

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secondary schools are calling for an application to the colleges of the Association of the same principles which have been applied to them. Consequently, the North Central Association to-day is at a turning point in its history. A part of its work has been accomplished, but it now faces the more serious question of how to standardize the college.

In addition to what has just been referred to, there is the administrative question of securing uniform adherence to the units established for high schools. The number of units has increased materially, and there is, after the seventeen years of the North Central Association history, considerable question as to their acceptableness as an educational policy.

Some progress toward the standardization of colleges has been made during this meeting, in the report submitted by the Commission, but it would appear that in items 4, 5, and 7, where reference is made to library and laboratory equipment, to a productive endowment of not less than $200,000, and to the maintenance of at least eight distinct departments of work, inconsistencies occur which make it difficult to understand how the provisions required can be maintained on the income derived from the productive endowment. If, however, we may leave this matter for the Commission to wrestle with, and turn now to questions arising from the efforts of the Association to standardize secondary schools, we may first discuss some of the suggestions of the retiring secretary of the Commission relative to the definition of units.

In his letter to the Commission, he calls attention to the fact that it is difficult to maintain the committee organizations that have in charge the formulation of the different units. He also inquires whether the units that are already laid down are being lived up to, and asks what further units should be adopted by the Association.†

It appears that an attempt has been made to balance, in the appointment of the committees, the interests of the high schools and the colleges. An examination of the report of

†Statement of Secretary of Commission, March, 1912.

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1910* shows that on the eleven committees there were 99 college men and 108 high school men. Most of these committees were nicely balanced, as in the instance of the Committee on German, where there were 10 college men and 10 high school men, and in the case of the Chemistry Committee, where there were 9 college men and 9 high school men. Of the eleven chairmen, nine were from various colleges, one from a high school, and one from a technical school. It is further reported that in the work of the committees only two or three people are active,—probably because of distance, inability to be present, and the like,—in formulating the units, and as a consequence a large proportion of the committees are not consulted regarding the constitution of the units. This has brought to light the fact that many high school men feel that they have had little or no share in the determination of the units that are prescribed for the secondary schools. The whole situation gives the impression of an armed truce, where an attempt is made to protect both sides, as it were, and yet at the same time not to interfere with the conduct of the business of the committee. I think it can undoubtedly be said that the members of the Association, be they college or high school men, have cordial feelings toward each other, but that there still remains in this conference a considerable feeling on the part of each group that it is necessary to *protect* the interests of the high school as against the colleges, or vice versa.

Out of this situation several questions arise: Does the present administration of units of admission hamper the development of the high school? How far are there divergences in the practice of administering the units of this Association? What, after all, is it that the colleges want?

I, for one, have come to the conclusion that the units prescribed by this Association do not hamper materially the development of the high schools, except in so far as there is over-emphasis upon the preparation of pupils for college. As to the divergences which exist in the administration of

*Proceedings of North Central Association, March, 1910.

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the units, that is a matter which only careful investigation can bring out, but undoubtedly a wide difference of opinion exists relative to the character and the application of the units in the work of the secondary schools. After all, what the colleges want to know is that a student is able to go on with his work, that he has reached such mental development in his advancement that he is capable of taking up the work done in the college. It does not matter a great deal to the college authorities what subjects he may have taken, provided they can be sure that the student has mental equipment, earnestness, and ability to go on with the studies in the higher school. If this object can be secured, why should not the colleges turn over to the high schools the whole matter of units and the high school curriculum, on the ground that the secondary schoolmen know what is best for the pupil in his adolescent years? Dr. Pritchett, in a recent report, calls attention to the two tendencies now existent in the field of education. First, that there be freedom for the secondary school in the choice of subjects and in the methods of teaching, so that it may make its work inspiring and fruitful to those who resort to it, the majority of whom will not enter college; and second, insistence by the college merely upon the attainment by the student in the secondary school of an adequate intellectual training, within large limits, irrespective of the details through which it may have been secured. It is becoming clearer to many men in the field of education that the logic of the situation points to a material surrendering of the control of the secondary cirriculum to the high school authorities, both in the character and in the amount of the units that are prescribed. It would appear, then, that the high schools might well develop their courses of study within the general regulations laid down by the North Central Association relative to constants for the school, the training of teachers, the character of equipment, and the convenience and sanitation of buildings.

Are there, then, any specific suggestions that can be made that will, in a measure, bring about this result and

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eliminate many of the difficulties and misunderstandings that arise in the administration of the unit requirements and the standardization of schools? If we recognize that, after all, the colleges want a certain amount of uniformity and assurance that students are well trained, are there no means by which this can be brought about other than those now employed?

In several of the states provision has been made for an annual conference of the high school and college men, the meeting usually taking place at the State University. These conferences discuss the problems of the high school, and in several instances committees have been appointed for the drafting of syllabi which will systematize the teaching of subjects in the high schools of the state. The method that has been followed has been that of first formulating the syllabus, and then testing it by actual experience before final printing. If such conferences were in turn represented in the North Central Association, there would be brought to this central body information and experience that would be distinctly valuable in securing a better understanding of the relation of the schools and the colleges. But this alone is not sufficient to produce the results that the college or university seeks. As stated above, they wish some assurance of the scholarship and ability of the student. This can be had by the establishment of a central bureau in connection with the North Central Association, to which each university or college that is a member of the organization shall send the records of all freshmen (the identity of whom may be concealed) who have entered from the secondary schools belonging to the Association. The compiling of such information, together with the exchange of it between the different schools and colleges, would in the course of two or three years fully test the character of the work done by many of the high schools. While there might be some specific objections to a plan of this kind, yet if it were found that a school was sending for several years to a number of the different colleges students that were below grade, who failed to maintain themselves in competition with

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others, it could be clearly shown that such schools needed some additional incentive to hold up the grade of scholarship.

This method of dealing with the problem would materially simplify the cumbersome system that we have now developed. It would give the high school a larger autonomy in the determination of their own problems, and test them as they should be tested, on the basis of the scholarship and mental acquirement of the students that they graduate. More than that, it would do away with the armed truce that now exists over this matter of admission units. The Association could protect itself in the matter of the scattering of units by pupils in secondary schools through the means of calling for at least two majors in two subjects before graduating the pupil. Thus the quality of the instruction and its extent would be tested by the scholarship of the pupil.

The North Central Association has been meeting every year, calling from a large area busy men and women. If the provisions that have been suggested in this paper were carried out, the need of the annual meeting would no longer be felt. Consequently, the Association could meet biennially instead of annually, and confer a boon upon its members in requiring them to come together but once in two years. In other words, it would go far towards relieving the overplus of meetings that are now in existence. Moreover, in the interim, the commission would have an opportunity to do its work and to make a report in a more extended way than can be done at the present time.

As I said at the beginning of this paper, the Association has reached a new stage in its development. It is now face to face with the problem of standardizing the colleges and universities. For three years it has been dealing with this question. The tables, in a measure, have been turned by the high schools upon the universities and colleges in their legitimate request that the same standards that are applied to them be applied to the higher institutions of learning. It is, therefore, to be hoped that the commission will undertake fearlessly this question; that the high schools will be

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relieved of much of the specific requirements now laid down by the regulations of the North Central Association, and that larger freedom will be granted to them for the work that they are called upon to do, while the Association will place emphasis where it ought to be placed,—upon the scholarship and ability of the students that come to them from the secondary schools.

It is hoped that the suggestion that has been made in this paper will not simply be allowed to float out to sea, without any attempt to fasten upon it and use it to good purpose.

Following this address the discussion was taken up as indicated below:

DIRECTOR G. N. CARMAN (Lewis Institute, Chicago): The suggestion of President McVey would seem to be that we put too much emphasis on the question of the definition of units. In view of the fact that state lines are not very significant when it comes to matters of education, as they are not in some cases in other matters, it has seemed very desirable in the interests of the colleges and the secondary schools that we know something about what we are talking about when we refer to a year's work in any of these subjects. The definition of a unit became an important matter in former years. I do not understand that there has been any such conflict as has been presented to us between colleges and secondary schools in this matter of units. In most cases these units have already been defined by organizations that represented the subjects under consideration. We know the attention given, for example, to the defintion of the unit in physics. We know how much attention has been given to the definition of the unit in English. The matter has been reported here and will be reported to-morrow by the national organization. We know that this thing has become largely national and is not confined in any sense to our association. It seems to me that we have reached the point where the emphasis that

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is given to defining units may largely be placed somewhere else. These units are not designed to hamper the college or the secondary schools. They are not expected to be a curriculum. They are expected to define briefly the essential minimum in any given year's work. These committees were selected with a great deal of pains, the chairman by common consent being one who was qualified to act and could assist in defining units. The reports were prepared, submitted to the Commission, and then to the Association.

Any such scheme as was proposed, if I understood the speaker, by which the states should organize and this matter be worked out by states, would, it seems to me, fail to accomplish the end we have already accomplished and lead to confusion.

DEAN JOSEPH V. DENNEY (Ohio State University): One of the minor questions raised by the paper is the question of notifying secondary schools of the success or failure of their students in the colleges and the universities. This Association, of course, would not wish to enter upon a project of that kind without having all of the information available. We have tried that plan at the State University in Ohio, and it has not been so much of a success as might reasonably be expected. There have been two reasons for this. The first one is change of personnel. Secondly, the responsibility for the condition may always be shifted. If the university shall send to the school authorities at A the information that "You sent three students to our university last fall. At the end of the first semester two of them have failed in such and such subjects. See if you can not have this condition of affairs remedied", the answer is quite likely to be, "The teachers who were responsible for the poor showing of those students have moved on to other fields of usefulness and we now have better people in charge of those subjects than heretofore." Or it is likely to be this: "The three students that you mention are of the poorest grade that we ever turn out, and you happened to get them." There are also instances in which it is an offense to mention names. I, personally, doubt whether any

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institution has a right to use the name of the student in a manner which might result in publicity. There have been instances in which indiscrete members of the board of education or indiscrete teachers or pupils have mentioned facts of that kind to the discredit of the students concerned, and I doubt that an institution may lend itself to any such possibility as that. Therefore, if any such plan should be adopted it ought to be with the understanding that reference to names should be purely algebraic.

But, in the second place, the schools are likely to say, "It happens that you have received our poorest quality." Then of what avail is the information? Perhaps an accumulation of cases year after year might result in establishing a presumption but nothing more than a presumption, and, as I said before, the change in personnel of the teaching force, especially in the high schools of the smaller villages and towns, would itself nullify any good, practical effect which might otherwise be expected.

DEAN THOMAS F. HOLGATE (Northwestern University): In this matter of reporting of the work of students during the first semester, my experience has been the exact reverse of Professor Denney's. It has been the custom for a number of years to report at the end of the first semester to the principal of the school sending students the exact status of the student's work and the experience with the student during that first semester. This year I sent to some one hundred and fifty school principals a statement of the work done by first year students, with a personal letter asking that the receipt of those reports be acknowledged, with any suggestions that might come for aiding in the correlation of the work between the high school and the college. In no instance has there been criticism. In many cases there have come very helpful suggestions. In nine cases out of ten—perhaps that is too high—four out of five, the report has been that the student has done in college just about what he did in the high school and what might have been expected. In some instances there have been suggestions that the boy needs prodding, he has good ability but he is lazy,

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a thing that we had discovered perhaps too late. I believe that the more co-operation there can be between the last year of the high school and the first year of college, the better our work in the college is sure to be.

PRINCIPAL J. STANLEY BROWN (Joliet Township High School): I am not in exact agreement with the gentleman from Ohio, because our experience has been largely what Dean Holgate has pointed out.

I want to make this suggestion: that the report that comes from the college up to this time has been a report which purported to state only the things which indicated that the high school had failed. It has not up to this time had to do at all with any confession on the part of the college that the college had failed. I wonder if in the process of teaching there are not at least two parties concerned. If I have ever so good a teacher, who reports at the close of the semester or the close of the year that seven people in a class of twelve or fifteen people in a class of twenty-five have failed, he is not at liberty to tell me that that fault is all attributable to the pupil. However careful the report from the college may be, and we welcome those reports and consider them very valuable, we consider that a part of the responsibility for the failure in the fifth years of a secondary school course or the freshman year of the college, belongs to the college quite as much as to the high school. These reports which we have, and which I think are good, ought to be a reasonably accurate commentary on the teaching ability of the man in the college or the university as well as of the teacher in the high school, and they ought to act as a stimulus for the man in the college to do better teaching, even as they act as a stimulus to the man or woman in the high school to do better teaching.

We should stop talking about preparation ending here and something else, which is not named, beginning immediately after preparation has ended. We are too much inclined, I am quite sure, to think that education really has ended at this point and something else has begun at that point. If this whole process of education is not a continuity

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it is not worth much. The college or the university ought to be glad to charge itself touching what is done with the boy and with the girl who has gone up from the high school, quite as much as to hand back the judgment as if that affected the high school only.

The discussion was further continued by Mr. C. N. Wirick, Crane Technical High School, Chicago; Miss Ellen Sabine, President Milwaukee-Downer College, Milwaukee, Wisconsin; Principal John H. Heil, Morgan Park, Illinois; Inspector George B. Aiton, Minneapolis, Minnesota.

ACTION ON PROGRAM

It was voted on motion of Inspector H. A. Hollister that the Executive Committee in the preparation of the program hereafter include the announcement of the meetings of the Board of Inspectors and the announcement of the meetings and program of the Commission on Accrediting Secondary Schools and Colleges, so that all may know not only of the regular meetings but of the other meetings as well, and that programs be sent out, as indicated, to all interested.

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THIRD SESSION

Saturday, March 23, 10 o'clock A. M.

The meeting was called to order by the President, Harry Pratt Judson, President of the University of Chicago.

OFFICERS FOR ENSUING YEAR.

The committee on nomination of officers for the ensuing year presented the following nominations:

President, W. J. S. Bryan, Superintendent of High Schools, St. Louis; Secretary, Thomas Arkle Clark, Dean of Men, University of Illinois; Treasurer, J. E. Armstrong, Principal of Englewood High School, Chicago; Vice-Presidents, F. L. McVey, President of the University of North Dakota; C. W. Dabney, President of the University of Cincinnati. Members of the Executive Committee: Mrs. Ella Flagg Young, Superintendent of Schools, Chicago; George Buck, Principal of the Shortridge High School, Indianapolis; George B. Aiton, State Inspector of High Schools, Minnesota; John T. Bowman, President of the State University of Iowa.

The report was adopted and these persons were declared elected.

IF THERE WERE NO COLLEGE ENTRANCE REQUIREMENTS IN ENGLISH WHAT WOULD WE TEACH IN THE HIGH SCHOOLS?

PROFESSOR JAMES F. HOSIC, CHICAGO TEACHERS' COLLEGE

The lot of the forecaster is usually an unhappy one. He either misses it and is berated because the expected did not come, or he hits it and the ungrateful populace loudly declare a preference for something else. If only one may

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play the oracle and be prepared to jump either way, he may preadventure escape. I fear that I was not divinely called to the tripod and therefore would best content myself with presenting to you three questions. First, what probability is there that the ballast of college-entrance requirements in English will be tossed over. Second, what evidence is at hand to warrant a surmise as to the course the schools would pursue in that event? Third, are there effective means to be employed by the high schools to determine what they ought to teach? We will inquire first as to the probabilities.

Let it be said at once that the high schools are much nearer to entire freedom in the matter of the English course than they were when the question which constitutes our topic was first formulated several months ago. The National Conference on Uniform Entrance Requirements in English met in New York on February 22, and the action resolved upon by this body was so progressive, not to say, revolutionary, as to warrant a somewhat extended report.

The National Conference on English is, I believe, unique. In the case of other subjects there are national organizations which have had a hand in framing requirements for entrance to college, but they have other functions. The English Conference exists for the sole purpose of determining standards of admission in English. The constitution of this body should be born in mind. At the present time seven associations are represented in it, each sending three delegates. These are: The New England Association of Colleges and Preparatory Schools, The Association of Colleges and Preparatory Schools of the Middle States and Maryland, The North Central Association of Colleges and Secondary Schools, the Southern Association of Colleges and Preparatory Schools, The Conference of New England Colleges on Entrance Requirements in English, The College Conference of the Middle States on Entrance Requirements in English, and The College Entrance Board. These delegates hold positions as follows: ten are college professors, five are preparatory school men, three are from public high

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schools, two from teachers' colleges, and one is a high school inspector, now studying in a university. The Conference has power only to recommend; its findings must be ratified by the constituent bodies before they are in force in any part of the country or in any institution. Nevertheless the reports of this Conference have practically determined the course in English for the high schools of the country for nearly twenty years. The definition of the English Requirement adopted by the North Central Association itself and printed in its proceedings is that of the National Conference of 1909. Colleges and universities, moreover, which are in the far West, outside of conference boundaries entirely, will be found to have accepted the Uniform Requirements for their own announcements. High School courses in literature everywhere include the College-Entrance books and, generally speaking, not much besides. Either the Conference has been remarkably successful in framing suitable requirements or course-makers have felt strongly disposed not to dispute its judgment. At all events, it is perfectly clear that what this National Conference does is of more than passing interest.

At the recent February meeting, the Conference admitted a new group of college men and refused to admit a group of English teachers, mainly from the schools. The action was consistent, and, from the point of view of the constituent bodies, defensible. It was unfortunate, nevertheless, in that it savored of an attempt to offset the demand of the secondary schools for a larger proportional representation, and it resulted in duplication. The University of Pennsylvania, for example, had two representatives. The Conference also invited representatives of the Committee on Entrance Requirements of the English Round Table of the Department of Secondary Education of the National Education Association to take part in the deliberations, but not to vote.

Three full sessions were devoted to talk. Twenty-two men unburdened themselves in a succession of speeches consuming many hours. Alas! there was no stenographer;

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history will be none the richer for the oratory so lavishly expended. Certain impressions, however, that remarkable talk-fest left behind. The men were in earnest and expected trouble. The East had heard rumors and was braced for no-one-knew-what incendiary motions which might consume the world—or at least destroy examinations. Tradition scented progress and was plainly troubled. Harvard, first up, explained the New Plan, which, we were to understand, is no loose method of certification, although the records of previous students from the various schools are consulted and given much weight. The examination in English requiring no prescribed books, have worked fairly well but are difficult to set and will be hard to vary so that preparatory coaches may not anticipate them. In short, Harvard had broken with traditions but was not proud of it.

Other notes were struck. Matters are very well as they are; let us make a few changes—so the preparatory men. Boys must be disciplined by hard and disagreeable tasks—representatives of the older colleges. The schools are bound, hand and foot. Give us a chance to adapt our work to the varying thousands of a metropolitan city—this from New York. The colleges have no right to dictate to the high schools and are not wise enough to prescribe for them—the South. The problem is an educational, not merely an administrative, problem. The needs of the pupils as human beings must first be considered. The testimony of high school teachers must be heard, and this testimony is clearly to the effect that the influence of the Requirements has been in no small degree bad—this from the West.

Then followed an executive session. The results may be briefly summarized. It was voted: that the requirements in composition be separated from the requirements in literature; that Entrance Examinations in composition be based upon the candidate's probable experience or upon his reading and that some questions be set upon the principles of grammar; that there be examinations upon books for study and books for reading; that, as an alternative to the examination on reading, a candidate may offer a certificate that he has

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read ten books from a list of a hundred and fifty or more which the Conference will approve; that, as an alternative to the entire literature requirement already stated, colleges which so desire may set papers which demand no prescribed books. Thus the Conference accepted the principle of certification and opened the way for the disappearance of the prescribed lists. Composition, moreover, is at last fully recognized as something more than an accompaniment to the study of English Classics. Composition should receive further impetus in the right direction by the recommendation that individual colleges take such steps as may be found necessary to ascertain whether candidates for entrance possess an adequate equipment in oral English.

The work of the Conference is not completed. The final wording of the report is yet to be determined upon, and the lists of books are yet to be made out. The North Central Association has a representative on the editing committee, and your delegation as a whole will jealously guard the territory already won and fight for more as occasion may offer.

There are other indications that the high schools are about to be free of prescription from above. Not the least important of these is the awakening of the high-school teachers. They are beginning to consider with something like due seriousness the problems of the secondary school from within the school itself. They have discovered the necessity of studying young people as well as of studying history, mathematics, *et al.* And though the new study often upsets current practices, they seem to like it. Now one thing is sure to result from such study, namely, the perception that senior college methods are poorly adapted to high-school boys and girls, and with that awakening is bound to come such a shift of point of view as will make cheerful and unquestioning acceptance of college prescription of subject-matter for the high school forever a thing of the past. The schools will ultimately establish their own standards and the colleges will accept them.

Our second question is, what evidence have we as to

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what the high schools would teach if the college-entrance requirements in English were abolished. On this point, I might properly refer to the report of the Round Table committee of the N. E. A., of which mention was made above. That report, as far as completed on January 15 of the present year, will be found in the "English Journal" for February. It appears that a questionaire was sent out, inquiring whether the influence of the Uniform Requirements in English upon the high school is healthful and whether any changes would be made in the high-school course or in methods of teaching if the Requirements were no longer to be considered. Replies from several hundred persons, mainly high school teachers of English, were received. A large majority declare or admit that they are influenced by the Requirements. Only a few think the influence entirely good. Certain reforms are urged with more or less earnestness by so many as to be worth summarizing here. We need not argue the question as to whether the Uniform Requirements really are the hindering cause. The teachers feel the need of advance in certain matters and declare they would make it if they could.

First may be mentioned Composition. This subject, the teachers say, is neglected. The emphasis placed by the Conference upon the study of the Classics has tended to curtail the practice in oral and written expression. Especially is this the case with speaking. Although this is the most valuable single art which man may master, it has been neglected in the schools; it has too often been left to chance or confined to the sporadic attempts of occasional rhetoricals. Very tardily has the Conference, recognizing at last that, whatever its function was intended to be, it has in reality become a considerable educational influence, taken steps to foster oral composition. The sufficient excuse for not framing such a requirement was, of course, that an oral examination is troublesome to give. With regard to composition it is urged further that more attention be paid to practice in the modes in common use. The making of literature is a delightful occupation and may well be followed

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by the few. Beyond dispute attempts at it have distinct value as a means of appreciation, but when apocalypses and dream fugues supplant letter-writing and practice in clear exposition of simple processes and experiences, somebody should come to the rescue. The emphasis placed for two decades upon the desirability of associating literature and composition has undoubtedly led to excess of literary effort and should be shifted. A more discriminating use of "literary" would avail much. It is one thing to read and write good English prose; it is quite another to produce *belles lettres!*[1]

In the literature course there seems to be need of improvement also. Many of the prescribed books, say the teachers of English, are ill adapted to boys and girls. They are masterpieces, no doubt, and have their place in the development of English literature, but the direct human interest in some of them is small, and young people have extreme difficulty in attaining the point of view from which their appeal may be felt. By the time the long and arduous study of them is completed, the opinion is engendered that reading famous books is at best a matter of allusion-hunting and much thumbing of the dictionary, and that it is best to entertain oneself in some other way. As for the development of English literature, high school boys may very well learn that Shakespeare came before Browning, but as to whether the one has any relation to the other he will remain essentially ignorant. And since, by their own confession, college men organize their courses in the history of English literature without the slightest regard to whether their pupils have read *Comus* or Burke's *Conciliation,* the question of choice may very well narrow down to the consideration of what ethical and artistic appeal a given book will make and what sort of training in reading it will provide. From that

[1]The writer believes that the lack of cooperation on the part of the other departments so often complained of by English teachers is largely due to their own attitude. Other departments can hardly be expected to assist in producing literature.

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point of view the lists that have been published leave a good deal to be desired. In as much as what the reader gets out of a book is largely determined by what he brings to it, provision must be made for all sorts and conditions of boys and girls. There was a time when secondary pupils came, for the most part, from homes of more than ordinary refinement and intellectual culture. At any rate, the boys who went to the secondary schools had ambitions which made mastery of books plainly indispensable. Times have changed. Not only have we a wider range of culture to deal with, but the ideals of our pupils vary also. The teacher of literature in a modern high school has a task the delicacy and magnitude of which too few appreciate. He ought to be equipped for it, and he ought to have a course sufficiently flexible to enable him to meet actual conditions.

Some of the writers who answered the questions urged that more attention be given to our own authors. They supply much that British and other foreign writers never can, and the approach to them is easier. American nature and American history ought, assuredly, to be more familiar than the nature and history of other lands, and these are elements of which literature makes large use. More important, perhaps, is the fact that our national ideals are most effectively presented by our literary men and that it is from American authors of the day that the graduate of high school will choose his general reading. It is this latter fact in part which induces many teachers to urge that more modern books be read in school and that place be found for examining the periodicals. What of the mental stature which is measured by steady devotion to two daily papers to the exclusion of all other reading?

We may sum up our answer to the second question, then, by saying that if college requirements were abolished English teachers would lay more stress upon composition, particularly upon the forms of it most commonly used, and that they would select and teach literature for its immediate ethical and esthetic effect and its bearing upon the pupil's habit of

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reading and not because of its place in the history of English authors.[1]

Our third question is this: What means may the high school employ to determine what should constitute its English work? To begin with, what means does it employ? How is a high school course in English evolved? I know how a number of them have been evolved. First, the principal or the committee sends to a number of other schools for their courses. Then he, or it, collects such articles and addresses as are available and gleans ideas, that is, opinions or, possibly, impressions. He considers what he likes now and trys to remember what he liked when a boy. He recalls how he learned to speak and to write. Finally, when tradition has been somewhat modified by personal bias, the scheme is written out. The principal source may have been the Uniform Requirements. No matter. They were arrived at in similar fashion. A mass of untested or only imperfectly tested experience and tradition, that is our basis, is it not? And we shall not always be satisfied with it. There are a few already who are wistful, who would like to know.

But is it so bad then? Have not our schemes been tested. Do we not test them daily in the school itself? Yes and no. We do learn whether our pupils can meet the conditions we set up. But are those the conditions which will be met with later on? That seems to me to be a vital question. Whatever may be the fact concerning the transference of skill and ability, few will deny that the most valuable forms of control are precisely those which we most commonly employ throughout life. Our English course, then, might, while seeming to be a great success, really fail. This has actually proved to be the case in schools where the pupils were ruthlessly crammed for college examinations. The tests which were applied were passed, but the

[1]It is proper to state that most high school teachers of English seem to believe in teaching the history of English literature. Many would use a text-book. But there is no agreement as to when or in what order the periods should be presented.

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really valuable results which ought to have been attained were missed. Not only did the boys in question do poor work in the college classes, but they confessed to an aversion for reading which was probably lasting. And what shall we say of the pupil who receives a high mark in the English course and is notably careless and inefficient in expression elsewhere. Such cases are not rare. Is there not something at fault in our school organization when young people regard good English as a specialty of the English teacher and of no consequence to others.

A good business man can tell whether his firm is solvent and has ways of discovering whether new methods and new devices bring returns. Education is not so easily subjected to measurement as merchandising, but the time is at hand when we school teachers must have better reasons than "Say it pleases me." it isn't polite to remark to your fellow that the fact that he cherishes the memory of his school days is no proof at all that boys now should receive in school the sort of treatment which he received, but it is the naked truth. How can any man say that he might not have been vastly more efficient if he had had a different sort of training? Some more convincing method of measuring results must be found than the application of standards merely personal. High School teachers must learn how to vary the conditions surrounding the English work, apply different stimuli, and consider the results in the light of tests which are valid in the world outside the school.

It is most unwise to attach too much importance to the success or failure of high-school graduates in their college work. Such failures are often due to the conditions. The colleges are quite as far from having attained in this matter of testing as are the schools. Not a few college teachers are such, not because they have any special fitness for the work but because they were distinctly unfitted for anything else. The inevitable tendency of the extreme specialization of our day is to narrow the range of a man's interests, and hence the passion for adding to the sum of human knowledge too often warms only in the presence of a piti-

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fully small section of the world. In other words, in their eagerness to develop a high type of efficiency in some particular field, the college teacher may easily lose sight of the possibilities which lie before his pupils. At all events, the colleges have pressing problems of their own. A period of criticism of college ideals and college methods seems to have set in. Knowledge is not so easily mistaken for wisdom as formerly. College men themselves are aggressive in overhauling their traditions, and improvement is sure to result. Schools and colleges should work together in discovering how to apply more exact methods in testing results. Certainly the arts, of which language is the chief, will be sufficiently hard to control. This is especially the case on the side of appreciation, and yet most of us believe that appreciation can and should result from school work in English.

Let us consider for a moment some of the problems which the English teacher must solve. There is, first of all, the organization of the course itself. A number of plans are in use but no authorative data as to which is best, even in any given situation. The N. E. A. committee of 1899 suggested teaching composition with literature, and that practice speedily became general. It seems clear now that it has distinct limitations not to say dangers. In like manner it was suggested that the so called "forms of discourse" be distributed throughout the course, beginning with narrative as the easiest and ending with argument because it is hard. But in life people have a fashion of mingling their forms in calm disregard of rhetorical categories. And who has not heard boys argue convincingly that a certain baseball hero is the greatest player on the diamond. After the same manner of reasoning, we have frequently arranged our school readings in chronological order, only to find that the early books are harder to appreciate and had better come last. The organization of the course so as to secure adaptation of material, steady progress, continuity, and a resulting wholeness of impression is a first rate educational problem, and it has not as

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yet been studied with anything approaching scientific precision. The National Conference once appointed a committee for the purpose, but there is no record that it ever reported. Indeed, the National Conference has contributed all too little to the solution of any *educational* problem.

The field of composition offers abundant opportunity for investigation. The Harvard theme course has been everywhere adopted by the schools. It involves a tremendous labor on the part of teachers, and yet it has been generally accepted as inevitable. Is it? Some teachers hold that ability in oral composition carries over into writing, and does so more effectively than writing carries over into speaking. If they are right, a good deal of ink has been spread in vain. What is the truth concerning the Stevenson plan of "playing the sedulous ape." It constantly appears in educational discussions. How shall decisive information as to its effectiveness when applied to all sorts of students under various conditions be measured? And this question reminds us of Professor Thorndike's interesting attempt to arrive at a method of setting up definite standards of measurement for composition. And this, in turn, of Mr. Wallin's "Spelling Efficiency", a book which ought to comfort the drill masters but which may serve to illustrate how difficult a thing it is to reach convincing conclusions in even the most definite of the English problems.

The matter of reading, too, must be looked into. It is worth while to know what impression certain books read in certain ways leave behind. Several tentative studies have been made, notably by Mr. Abbott of Horace Mann School and Mr. McConn of the University of Illinois. A number of state committees will include questions on literature in the inquiries which they are making among high-school graduates as to the effectiveness of their high-school training in English. Perhaps we are in a way to obtain the facts.

The answer to our third question seems to be, then, that there is a means which high schools may employ to discover what English they should teach and how. It is

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the method of research, investigation, comparative study, testing. High school teachers and principals may well bring their scientific training to bear on educational problems. It is becoming quite as dignified to contribute to what is known about the reactions of children's minds as about those of argo or helium. It may fairly be counted more valuable.

PROFESSOR SCOTT'S DISCUSSION

The discussion on Professor Hosic's paper was led by Professor Fred N. Scott, of the University of Michigan.

Some ten or eleven years ago I read before this Association a paper entitled Entrance Requirements in English, which was afterwards published in the School Review. Taking occasion a few days ago to read that paper, I was much shocked and not a little ashamed to find that I believed all that I had said then. I say I was ashamed, because I think that in a decade a man ought to revise his opinions and advance a little. Evidently I have been stagnating. But I have consoled myself with the reflection that possibly in one or two passages I had hit upon those eternal verities which do not change; and to which one may, therefore, hold fast for a life-time. If this is true of any idea in the paper, I hope it may apply to a distinction which I drew between two different kinds of types of requirements, and I beg your indulgence if I repeat the substance of that distinction.

I said that the requirements were simply an expression of a formulation of the relationships between the secondary schools and the colleges, and that these had taken two forms, one of which might be called the feudal conception and the other the organic conception. In the feudal conception the colleges assume that they are in the reservoir of all wisdom and of all power as regards these relationships, and issue their ukases or prescriptions telling the high schools what they must do if they want to get their students into the institution of higher education. The

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whole matter rests, therefore, in the hands of the college faculties; they can do precisely what they like and the high schools must either obey them or give up trying to prepare pupils for admission. It is interesting to note that when the feudal conception prevails, the colleges seem to be always engaged in reducing the requirements to a set formula. They hope ultimately to reach a point where they can say to the high schools: we have settled your business once for all. Just follow this prescription and you will be saved.

The organic conception is different. According to that view the colleges, on the one hand, and the secondary schools, on the other, are parts of one body, an indivisible body, between the members of which there is the most intimate and vital relationship. One part is just as valuable, just as indispensable as the other part. One might as well talk of a living head without a body or a living body without a head as to speak of one of these parts of the educational organization as existing without the other. As for requirements, if they are expressed in terms of this organic relationship, they are simply statements of the natural and vital connections between the two parts of the educational body.

To drop the metaphor, there are, on the one hand, requirements which the secondary schools lay upon themselves because they believe in certain ideals, and want their boys and girls to reach a certain measure of attainment and of efficiency, and, on the other hand, there are requirements which the colleges lay upon themselves because, receiving students with certain capacities and with certain equipment, they want them to attain the ideals in which the colleges believe. Furthermore, the relationships between the two are of a very flexible character, requiring constant attention. Neither colleges nor secondary schools can ever rest. They must always be readjusting, compromising, rearranging their mutual relations in order that the body, the educational body as a whole, may continue to grow.

This, then, is in brief the distinction which seemed to

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me to be perhaps one of the truths or verities of my paper.

Now, when we raise the question whether entrance requirements in English can be set aside, and what we shall teach if they are set aside, I suppose we mean the requirements of the formal or the feudal kind, those which prescribe certain books to be read and certain compositions to be written. I hope we do not mean the other kind, because I do not believe that requirements in that sense ever can or ever will be set aside.

If, with this understanding, we ask what would be taught in the secondary schools if the formal prescription of books and of compositions were suspended, my answer is, that probably for a long time to come teachers would do precisely what they are doing now. The vested interests of the teachers are so great, they have spent so much time in preparing themselves to teach certain books and to conduct the English work in a certain way, that they could not abandon their present practices without considerable loss. If, then, all these requirements were swept aside and we said to the teachers, as I should be perfectly willing to say in the great majority of cases, "Just teach what you like; send us boys and girls properly prepared and we will do the rest,—if we could say that to them, I do not believe there would be for the present any changes of great significance. I imagine that about the same books would be read in the schools and that the methods would not materially change. But after a little while I should look for a great many changes. Teachers when once free from these prescriptions would find that they could teach a great deal better if they could adapt their work to local and personal conditions. It may be a very little obstacle that stands in a teacher's way,—one book or something of that sort,—but it is like a grain of sand in the works of a watch. Small as it is, it stops the whole machinery. It arouses a feeling of dissatisfaction which makes impossible the best and most enthusiastic sort of teaching.

Further, their freedom would allow the teachers to make experiments. I have often wished that I could make

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an experiment myself. If I were not engaged in this inferior business of teaching in a university and my time were not all taken up with it, I should like to go into a high school where these formal prescriptions had been put aside and take charge of a class in English. I think I should talk to the pupils in some such way as this:

"The classes of former years have been reading this prescribed set of books,—a pretty poor sort of literature, in my opinion, and not proper for young people to read. You are very fortunate in being able to get rid of them. They are mostly very dull and uninteresting. There is the Iliad, for example, full of fighting, and blood, and the killing of men, and of armies clashing with one another in desperate conflicts where all the elementary and violent human passions are set free. Horrible! The International Peace Society can not approve of anything of that sort. We will put this book aside, and I hope none of you will touch it. Then there is the Faerie Queen, all about giants and maidens in distress, magic and mystery of all sorts,—perfectly useless, a futile, silly thing, nearly as bad as the Arabian Nights. Don't go near it, I trust, also, that no one will attempt to read As You Like It, which has a wrestling match in the very beginning—these minor athletics ought not to be allowed in literature—and tells about a girl who ran off into the forest in boy's dress, a most improper performance on her part. I am sure we ought not to talk about those things in this class. And even worse, perhaps, is Tennyson's Princess, where a prince, who ought to know better, disguises himself in woman's clothing and gains admission to a girls' academy. A scandalous thing! No gentleman would act in that way. In short, these books are all harmful, and ought to be destroyed. For the present I will put them on the top shelf of the closet here, and just as soon as the janitor is at liberty we will have them burned.

"And now we are going to take up some books which I know you will enjoy. I want you to be just as enthusiastic as you can about them, for we are going to study them and

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study them hard and you will get a great deal of profit out of them, and all be greatly improved. For the boys we will take Captain Mayne Reid's Afloat in the Forest. We are going to read that book a paragraph at a time and examine carefully every allusion in it. It is about some people who floated down the River Amazon. First, we will draw a map of South America, locating the course of the river, and then we will ascertain how wide the Amazon is at various points and how fast the current moves. Finally we will determine the amount of silt which is deposited by the river at its mouth. Captain Mayne Reid, by the way, makes a mistake. He has three people float down in a much shorter time than they possibly could. You will see that this is so when we discover the exact relationship between the flow of the stream and their rate of progress. We shall go into these details with the utmost care, and after a little while you will write some nice little essays about them.

"For the benefit of the girls we will read in the same careful and scholarly way Robert Chamber's Heart Throbs of a Multimillionaire. We will determine just how many times the heart throbs when two hearts are in unison and learn about the two kinds of blood corpuscles, and so on, and there will be essays on all these things, also.

"But this is not all. Two years from now, when you are seniors, we will take these books up again and go over them and over them and over them until you know the answers to every last question in regard to all these mathematical, biological, chemical, and topographical things, and that will be absolutely delightful."

I think we can all prophesy what would be the result of such an experiment. If the room were not locked or the closet door locked, after two or three weeks those classics which were put on the top shelf would have to be rebound, and as regards the other books, when their very names were mentioned, I think the pupils would fly shrieking. They would never want to see the Heart Throbs of a Multi-

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millionaire again, or even Afloat in the Forest, good as that book is.

It is this type of experiment which the sweeping away of the prescriptions and the retaining of the organic relationship between the high schools and the colleges would make possible.

I want to speak upon just one other point. Our President said yesterday that in spite of all the agitation that had been going on in regard to the teaching of composition and of literature, he thought that the boys and girls of the present day did not write any better than they did twenty-five or thirty years ago and that they did not seem to love literature any more than they did then. I have heard that said a great many times and I suppose it is true. I am very glad if it is true. If the boys and girls of the present time can write as well as President Judson did when he was a boy, we ought to be very well satisfied, and if they have learned to love literature as well as he has we may all congratulate ourselves. As a matter of fact, we should not expect the boys and girls to write much better than they did a generation ago, or to like literature much better. Human nature runs about the same on the average, year after year. We find in our classes just about the same proportion of boys who write well naturally and profit by their instruction, and about the same proportion of those who like literature. But this is to be said: that the difficulty of bringing them to a certain grade of efficiency in their writing and of cultivating a real love of literature has increased considerably in the last twenty-five years with the enormous increase in the number of students. It is now much harder than it was formerly to secure that personal contact between teacher and student which is essential in the teaching of both composition and literature. If, then, under these untoward conditions we do maintain our standards, if pupils do write just about as well as they used to, and if they have the same love for the classics that they used to, I think we are doing pretty well and we may hope in course of time for something better.

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The discussion of the paper was continued by President Harry Pratt Judson, Chicago University, and by Mr. Geo. R. Swain, of the Lockport, Illinois, High School.

PRESIDENT JUDSON: There is an implication in the subject that perhaps I may be permitted to say a word about personally, the implication that specific college requirements may be done away with. What I have to say is purely personal and does not represent the attitude, I suppose, of the college faculty of the University of Chicago. I see before me the chairman of our curriculum committee of the college faculty and at least one other member of that committee, so I will state under fear of those gentlemen.

Personally, my own notion is we shall get, some time, I believe, to the abolition of all specific requirements for entrance to college. We shall come to it slowly, we come to all things slowly; but it is coming, I believe, and it is coming well and wisely, because, after all, the only thing the colleges need is to have a boy trained so that he can take up college work and do it properly. It is not at all necessary that he graduate from any high school to go to any particular college. If he finds the course he has taken in the high school does not fit him to go to any particular college, let him go to some other college. College catalogues are very abundant. They represent what a friend of mine has called a large branch of English fiction. However that may be, they exist, and all the girl or boy has to do is to study catalogues and find where he can go to advantage. On the other hand, it is not necessary for a student to do any particular thing when he gets there. There is a wide range of things a student can do and do to advantage. Therefore the solution which seems to me to be coming is this: Any good college will take the student who comes from any good high school and give him the kind of things he can do to advantage, and if he can not do things to advantage there, send him away. That is the simpliest solution of the matter. It is not at all likely that first class high schools are not going to give their pupils the best training possible, and if a boy is old enough to get through a high school under the hands of good teachers he is old

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enough to go into a college and do good work under the hands of other good teachers. Therefore I think in time all the requirements will be eliminated.

MR. G. R. SWAIN: I should like to emphasize just a moment one of the things Professor Scott has already said, but which I think sometimes is overlooked. As you all know, the high schools of the country have increased enormously in enrollment in the last twenty years. The number of good students we get from the educated families has not increased any faster than the rate of population in the country has increased. We had twenty years ago practically all the students from the well educated families. The well educated families have not increased faster than the rate of population, and the doubling that has come in comes from families of almost no education. I have had student after student in the high school in the last ten years who came from families where they not only did not read but did not even speak English. In the schools in the Eastern states a generation ago it was the rule for the children to have about four years Latin. I am old fogy enough to say that a child who had had four years of Latin had a drilling in English at least equal to two years. I do not believe there is anything any more beneficial in English work than making a careful, first class translation. That factor we are losing in the high school. In the West the number of students who take four years of Latin is becoming less every year, and we have any number of graduates who have no foreign language at all or only two years of some foreign language. I do not believe that is any equivalent for the drill in English we got out of that four years of Latin. I think all this has bearing, and if the high schools of this country can get their students to write and think approximately as well as they did fifteen years ago, I think they are doing very well.

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REPORT OF COMMITTEE TO AUDIT TREASURER'S REPORT.

Mr. O. S. Westcott presented the following report for his committee:

The committee has been over the entire records of your transactions for the year and has approved the report as presented yesterday.

The report was adopted.

REPORT OF COMMITTEE ON TIME AND PLACE OF MEETING.

Professor Fred N. Scott presented the following report:

1. That the annual meeting of 1913 be held in Chicago.

2. That the date of the annual meeting of 1913 be Friday and Saturday, March 21 and 22.

The report was adopted.

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MEMBERS OF THE COMMISSION.

The President of the Association made the regular appointment of the four members of the Commission to serve from 1912 to 1915. The Commission as it now is constituted is as follows:

APPOINTED FOR 1910-1913.

President James H. Baker, University of Colorado.
Professor F. G. Hubbard, University of Wisconsin.
Inspector A. S. Whitney, University of Michigan.
Principal E. L. Harris, Central High School, Cleveland.

APPOINTED FOR 1911-1914.

Mr. George E. MacLean.
President John R. Kirk, Normal School, Kirksville, Missouri.
Director George N. Carman, Lewis Institute, Chicago.
Principal F. L. Bliss, University School, Detroit, Michigan.

APPOINTED FOR 1912-1915.

Dean E. A. Birge, University of Wisconsin.
Professor W. C. Bagley, University of Illinois.
Principal H. L. Miller, Kansas City, Kansas.
Principal Spencer R. Smith, Wendall Phillips High School, Chicago.

The Association then adjourned.

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VOCATIONAL GUIDANCE.*

A FUNCTION OF THE PUBLIC SCHOOL

By Principal Jesse B. Davis, Central High School, Grand Rapids, Michigan.

"The latest gospel in this world is, Know thy work and do it."—*Carlyle.*

Much of the failure and disappointment in life and possibly much of the crime that exists, is due to the fact that so large a proportion of our youth go out from our public schools with but little special preparation for the work which they find themselves compelled to enter in order to live, and with no definite aim or ambition dominating their lives. On all sides do we find men who are the slaves of uncongenial labor, struggling to make out a meager living in an occupation for which they were never intended. The number of men and women who can truthfully be called successful in life, form a very small proportion of the population of our country. Among those who in old age have counted themselves successful are many who did not find their life work until they were past middle life.

Going out from our public schools to-day is a vast army of boys and girls several million strong, who will never finish the free education that is offered them, but will enter the field of unskilled labor. The desire to earn a few dollars in a position which has no possible future, leads them from their only opportunity to prepare for life's battles. Our annual tribute to the Cretan Minotaur of "Blind Alley Employments" is increasing from year to year.

Not only are men bewailing their lot in life, but employers of all kinds of labor are complaining that it is becoming more and more difficult to obtain efficient workers. The apprenticeship system is passing out of existence, and the technical and industrial school is coming to take its

*Reprinted by request, from the Proceedings for 1911.

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place. We may hold more boys and girls in these schools, but we are not certain that the right ones will go to the right schools and that we may not be guilty of sending into the world just as many misfits as before. To what extent the public school system is to be blamed for the unhappy condition of many lives, may be largely a matter of opinion, but the fact remains that we have failed to accomplish some things that are expected of us. We have been loyal to the traditional unity of the American school system, which, in its democracy, forced all pupils, regardless of mentality or fitness, to go through the same mold. But we have failed to hold the great majority of our pupils in school until they are of an age to give efficient service. The burden of proof seems to show that we have failed to give the individual pupil his best preparation for meeting the demands of life. We have not aided him sufficiently to discover his own aptitudes, nor have we given him a broad enough view of the world's work, nor tried to stir his ambition to find his particular niche in life. The number of vocations that the average high-school boy has any knowledge of, is so small as to be of very little use to him in making such a decision, and most life decisions are made during the public-school age. These choices may not be permanent nor deliberately planned; nevertheless, they play too important a part in the future lives of our boys and girls to be ignored.

At the age of fourteen or less, the pupils entering the high school must make choices of studies that will, to a large degree, determine their future. If they leave school as soon as the law permits, the decision then made is still more vitally important, and demands our most serious consideration. At these early years the danger of misguidance is particularly great. Thus we are made to realize that the schools must be brought into closer touch with the industrial trend of education, which has now won a permanent place in our public schools, and which demands a more scientific study of the child as an economic and social possibility. We have succeeded to a marked degree in

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bringing the public schools into line with the demands of the colleges and the higher institutions of learning. In the same way—not for the sake of the same pupils nor for the same class of students—but for the interest of the vastly larger number who may never reach a higher institution of learning, we must bring the schools into a closer relation with the demands of the various institutions into which they are destined to go. We should be as interested in the entrance requirements of a particular industry as we are now in those of a particular college. We should be as careful to have our pupils justify our recommendations of them to fill certain offices in business, as we are now to have them maintain our reputation when we send them to a university. We should be of as great service in advising a boy in regard to his fitness to take up a certain trade, as we are now in guiding a boy into some other than an engineering career when we have found that he has no aptitude for mathematics.

The idea of vocational guidance is not new. Every true teacher who is devoted to the lives that are entrusted to his care, has directed them according to his own ideals of life and education. But we know that, as earnestly and devotedly as this advise is given, it is often from a prejudiced point of view and from an altogether too narrow vision. Educators have lived a life of idealism too much secluded from the world until men of affairs have called us unpractical theorists. However, the times are changing, and just as business men have found that some theory and scientific method applied to business has spelled greater success, and that the college man is valuable in the business world, so educators are coming to see that they themselves are better fitted to guide those in their charge if they have a broader knowledge of the industrial world. This means that the prospects of co-operation between the fields of education and business are at least encouraging.

A helpful sign is the fact that in October, 1910, in the city of Boston, was held the first National Conference on Vocational Guidance in which the schools, the Chamber of

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Commerce, and philanthropic organizations were represented. At this meeting it was evident that most of this work that had been done in this country, had been outside of the schools and by social workers who were brought face to face with the needs of humanity. Many school men were interested in the problem of securing suitable places of employment for those who were leaving school; but the real problem of guiding the youths of the public schools in making their choice of a plan, and aiding them in carrying out that scheme, whether they were going to work or to college, was hardly touched upon. To investigate the industries and commercial enterprises is a comparatively simple matter. To furnish information regarding the opportunities for special instruction in various vocational lines, regarding the requirements of the several professions and occupations, and regarding the elements of success in business, is not so very difficult a task. The most difficult of all the problems and the most vital, *is to know the boy and the girl.* The dangers of misguidance are increased as greater and more varied opportunities for special study are offered. Hence the responsibility of the vocational counselor is so great that one hesitates to assume its role. Children are prone to place too much confidence in the advice given by their elders, and a suggestion is too often taken for a command. How to counsel a child to make an important life decision can never be reduced to a science; it is and must of necessity remain a divinely given art. Only such as have a natural sympathy and insight into the mysteries of youthful minds and hearts, together with a rich experience and a broad vision of the world's work, can be entrusted with so important a duty.

A STUDY OF CONDITIONS.

In talking with the pupils about to enter the high school from year to year, I have found that it is a rare thing for pupils to have any definite idea of a plan for their future. They have great difficulty in choosing a course of study in

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the high school. The choices made are often influenced by the merest whims, by parents' or teachers' hobbies, by companions' choices, or by hearsay evidence that certain subjects are hard or easy. After entering the high school, many pupils have come to the office to obtain permission to drop a certain study because they have found it to be something very different from what they thought it was when they decided to take it. An elective system gives rise to much harmful changing about by students who have no aim in their study. I have also found that students will decide the question of going to college or into business with just about as much judgment as they use in electing courses upon entering the ninth grade. But few of them are serious-minded enough to consider carefully the kind of work that they should take up in college.

CONDITIONS IN THE HIGH SCHOOL.

In order to obtain a more definite idea of the actual situation in the high school itself, I made a special study of 531 boys. These boys were asked to answer a number of questions as honestly and carefully as they possibly could. I have every reason to believe that the results obtained are as accurate as is the judgment of the average high school boy. Of the 531 boys in all grades of the high school, 240 had decided upon some vocation. From the 291 who had not arrived at any decision in the matter, 194 had tried to do so, while 97 boys had made no effort at all. 235 of these said that they would like to have advice on the subject, leaving 56 who were apparently indifferent to the question. This evidence alone was sufficient to show that there was a great need of vocational guidance in the school. A further study of the 240 who had made a decision, gave still more interesting data. In asking them how they came to this decision and by whom they were influenced in making the choice, I found that 105 cases were practically settled by parents. So far, the teachers had influenced only 26. Companions had led 33 to do as they were going to do. 59 had chosen a certain vocation

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because some relative or friend in the occupation had made it attractive to them, and 23 boys had arrived at their conclusion without the aid of any one. This proved that the parents were the dominating factors, that the teachers were not making full use of their opportunity, and that many pupils were making life decisions without any proper guidance or influence. Because of a sad experience in my own life, I asked what knowledge they had of the vocation they had chosen. 47 of them had worked during vacations or at other times in the occupation they had decided upon. 34 knew something about the vocation because their parents or relatives were in it. 36 had spent some time reading and studying about their choice. And 123 confessed that they had no real knowledge of the vocation that they had determined to enter. Of the 240 I found that 150 were choosing their studies in accordance with a plan to prepare for their life work, and that 90 were still drifting along without any idea of how they might best realize their ambition. Partly as a matter of curiosity on my part, I asked what purpose they had in mind in choosing a particular vocation. One answered "for service"; 19 were after "money"; 85 merely "preferred" or "liked" that one best; 39 really thought they were better "fitted" for it than anything else; 19 wished to enter the same work with their parents; and 77 could think of no purpose in particular except to make a living.

A study of the choices that were made by the 240 boys gave evidence of a rather narrow vision of the world's work. 30 different vocations were named. About one-third of all the boys were going to be engineers of some kind. 22 were looking toward the law. 12 had decided to take up farming. Of course there were a number in Grand Rapids who were interested in manufacturing, but the others were scattered among the most familiar occupations. Most teachers of mathematics would agree that of the 73 who had chosen engineering, a good number could be wisely guided into different lines by an investigation of their ability in that subject.

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Altogether the investigation gave much evidence of a need of better guidance, and this evidence, together with the knowledge that the pupils who have a definite aim actually do a much higher grade of work than those who are drifting along the path of least resistance, lead us to determine on a scheme of guidance which we have now learned to call "vocational".

BELOW THE HIGH SCHOOL.

The logical beginning for the work of guidance is below the high school. This is necessary not only for those who must choose between the courses offered in the high school, but is even more necessary for those who have no ambition to go on with their preparation for life, and for those who by force of circumstances must leave the day school to go to work. Teachers in the seventh and eighth grades should turn the direction of their teaching to the value of education, to the needs of the world for workers, and to stirring the ambitions of their pupils to make the most of their opportunities. They should have at hand a good library of vocational books that they can handle wisely. They should make a most careful study of the child and his possibilities, passing on to the high school such data as can be recorded by means of a record card system. Pupils who do not enter high school should be followed up even more carefully. Through the placement committee of the vocation bureau, they may be led away from the "Blind Alley" employments, and can be directed into the kind of work for which they may best be fitted. Another important factor in bringing proper influences to bear upon the lives of these adolescents, is the right kind of men as teachers or principals of the grammar schools. Boys cannot help feeling that schools are effeminate when they do not come into contact with the influence of manly men. It is also essential that girls should not have their first experience in dealing with men after they have entered industrial, commercial, or even social life. If men are not

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in the schools as teachers, they can at least be brought to give talks to the students along vocational lines. Every teacher who is alive to the subject will devise plans for bringing inspiration to these young minds.

From my investigation of the influences that determine the choice of the high-school boy, I realize the need of instructing the parents as well as the pupils. Nearly all of our grammar schools have organized parents' clubs. The progress of the movement to make the school house a social center, is also opening the way for splendid opportunities to educate the parents in the art of wise guidance, and is bound to promote a more helpful co-operation between parent and teacher. We have published a little pamphlet addressed to the parents of the eighth-grade pupils in regard to the advantages of a high-school education and as a guide in choosing studies upon entering the high school. Other pamphlets are in process of preparation. These will be on vocational topics and for the benefit, largely, of those who cannot go on immediately with their education, but who must find some kind of employment.

GUIDANCE IN THE HIGH SCHOOL.

Vocational guidance is, or should be, a process of drawing out from a pupil a knowledge of himself, of opening his eyes to see the wide field of opportunity that is before him, and of developing in him the elements of character that make a successful life. This work, begun in the grammar grades, should be perfected as far as possible in the high school. Vocational guidance is, then, a problem of self-development and not a matter of mere information or of the giving of advice. Following out this theory, we have selected in the high school the department of English for the purpose of experiment. In this subject we reach every pupil, and at the same time offer the students subjects for composition that are of real interest to them and about which they have some ideas of their own. The aim of the arrangement of themes will be seen from the following scheme:

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OUTLINE

First Year

1st Semester—Elements of Success in Life.

1. Every Day Problems.
   (a) The School. (b) The Home. (c) The Athletic Field. (d) The Social Group.
2. Elements of Character.
   (a) Purpose of Life. (b) Habit. (c) Happiness. (d) Self-Control. (e) Work. (f) Health.

2nd Semester—Biography of Successful Men and Women.

1. Character Sketches.
2. Comparison of opportunities of.....with self.
3. Comparison of qualities of.....with self.

Second Year

1st Semester—The World's Work.

1. Vocations: Professions, Occupations.
2. Vocations for Men.
3. Vocations for Women.

2nd Semester—Choosing a Vocation.

1. Making Use of My Ability.
2. Making Use of My Opportunity.
3. Why Should I Like to be.....
4. The Law of Service.

Third Year

1st Semester—Preparation for Life's Work.

1. Should I go to College?
2. How Shall I prepare for my Vocation?
3. Vocational Schools.
4. How shall I get into Business?

2nd Semester—Business Ethics.

1. Business Courtesy.
2. Morals in Modern Business Methods.
3. Employer and Employee.
4. Integrity an Asset in Business.

Fourth Year

1st Semester—Social Ethics: The Individual and Society—from the point of view of my vocation.

1. Why should I be interested in
   (a) Pubilc Schools? (b) The Slums? (c) Social Settlements? (d) Public Charities? (e) The Church? (f) Social Service?

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2. The Social Relation of the Business Man.

2nd Semester—Social Ethics: The Individual and the State—from the point of view of my vocation.

1. The Rights of the Individual.
2. Protection to the Individual from the State.
3. The Obligations of Citizenship.
4. The Rights of Property.
5. The Responsibility of Power.

These suggested themes are merely types to show the aim of the work. Teachers who are in sympathy with the plan will readily work out their own ideas. The pupils themselves will also suggest many profitable studies. The one thought of preparation for life and life's work through the chosen vocation, should be the dominating purpose underlying the whole scheme.

VOCATIONAL RECORD CARDS

To make use of the valuable material gained through the written themes and personal conferences with the teachers of English, a plan for recording the information relating to vocational guidance has been devised. Naturally the first record desired is from the grammar school, to be used as a guide if the pupil enters the high school, or to be kept by the grammar school principal who wishes to follow up those who have entered industrial life. The following card is suggested for this purpose:

VOCATIONAL RECORD FOR THE EIGHTH GRADE

Name..... Age..... Date of Graduation.....
Parent's Name..... Occupation ....
Parent's Address.....

VOCATIONAL INFLUENCE OF

Family	Health .....
Habits.....	Ability .....
Experience.....	Peculiarities .....
Character.....	Leadership .....
Stability.....	Vocation .....

Teacher's Opinion .....
.....
Teacher.....

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When a pupil has entered the high school, a regular scholarship record is kept by means of a large card, nine and one-half inches by twelve inches. On the back of this card is recorded the progress made by the pupil in development of character and vocational tendencies. The information received from the eighth grade is affixed or transferred to this card. At the end of each semester the teacher of English and the session-room teacher add to the record such data as in their judgment may be of future value in giving advice or in making recommendations. The reverse side of the card is prepared as shown below:

VOCATIONAL RECORD

NAME PARENT'S VOCATION

Date	Plans for Future	Ability	Personal Hist'y	Character	Teacher

EXPLANATION: Topics of record under above headings are indicated below. All information of value in vocational guidance should be recorded.
PLANS FOR FUTURE: Vocation, college, etc.
ABILITY: Special aptitude, skill, capacity, initiative, etc.
PERSONAL HISTORY: Home, health, employment, travel, etc.
CHARACTER: Honor, perseverance, promptness, habits, stability, etc.

GENERAL REMARKS:.....

.....

These forms and spaces are continued for the four years of the high school course. All records are kept in the vault of the school, and are not shown to the pupils.

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SCHOOL COUNSELORS

The Grand Rapids High School is organized with six session-room teachers, who are, in fact, assistant principals. They are in full charge of about two hundred and fifty pupils each, and all matters of scholarship and petty disicpline are within their jurisdiction. These teachers form a sort of cabinet for the principal in directing the work of the pupils, and are, therefore, well situated to act as vocational counselors. The problems of choice of studies, of keeping up the daily work, and of matters of discipline, offer them opportunities for vocational guidance that many times bring immediate results. These teachers have not more than three recitations a day, so that they have the time and opportunity to talk with pupils. At the beginning of each semester these teachers examine the records on the cards just described. They add the experience of that semester, and so the data is gathered for use as it may be needed in giving advice or in making recommendations for college or for business positions. This system places at the disposal of the principal, who is chief counselor, the combined judgment of a dozen or more teachers, each of whom has had a special opportunity to study the pupil. At this point in the work of guidance, the school has done about all that it can without the co-operation of those who are to receive the product of their efforts.

THE FUNCTION OF THE VOCATION BUREAU

The whole problem of vocational guidance is primarily educational. It belongs to the school as a legitimate part of its work, just as positively as the teaching of any subject in the curriculum. Though there is at present a lack of vital contact between the school and the industrial and commercial world, as was said earlier in this paper, we have worked out a fairly satisfactory adjustment of the relations between the public schools and the higher institutions of learning through many years of conference and co-operation.

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Now, with the introduction of manual training and technical courses into our schools, we have been brought face to face with a practical issue. We are expected to prepare the youth of our cities for the life that they must live in the community, and we find, upon self-examination, that we know very little of the demands and opportunities of this great industrial world of ours. We of the public schools must pursue the same methods of conference and co-operation with the men who are directing the business institutions into which our pupils are to enter, as we have in the past with university and college men, as in such conferences as this.

Industrial education is in the experimental stage, and many mistakes will be made before we have adjusted our courses of study to the existing conditions. We are also following the practical trend of things by making over our methods of teaching along all lines, so as to motivate the whole course of study. If all of this is to be done successfully, we must have the aid and counsel of successful, educated business men and women. This is the chief function of the so-called Vocation Bureau. In each city, through the co-operation of the Board of Education and the Board of Trade or Commerce, a commission of interested citizens should be appointed to counsel with the school authorities in the solution of all these problems. The right kind of citizens on such a bureau will lend power to the movement, and will make it possible to carry out the plans that may be formulated. Under the direction of this body, investigations should be conducted and information should be published regarding the demands of commerce and industry. Data concerning the overcrowding of both professions and trades should be secured for the use of the counselors. The employment bureau and the department of health and child labor law enforcement form very important factors of the work. However, I wish to emphasize the principal thesis of this argument that the movement for vocational guidance is strictly an educational function. For this reason it belongs to the schools as a formal part

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of their work, and should be directed by the authority of the local Board of Education. With this central authority the work can be conducted with greater harmony, and more effectual results can be obtained. The vocational counselor should logically be a member of the school system, in touch with all of its departments and as near to the lives of the pupils as possible. The principal of the school from which the pupils go out into the world, is their natural counselor. I do not approve of the idea of making the work of vocational counseling a "new profession". It is merely a broadening out of the opportunity and duty of the school principal. It seems to be a very logical way of meeting the demand that is being made on the public schools for a better preparation of our boys and girls to obtain most out of a course in college or to meet the needs of a complex civilization, and at the same time to help them find true happiness and success in life by fulfilling the purpose for which their Creator placed them in the world.

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CONSTITUTION OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

AS AMENDED AT THE FIFTEENTH ANNUAL MEETING, MARCH 25, 1910.

ARTICLE I.

NAME.

The name of this Association shall be the North Central Association of Colleges and Secondary Schools.

ARTICLE II.

OBJECT.

The object of the Association shall be to establish closer relations between the colleges and secondary schools of the North Central States.

ARTICLE III.

MEMBERSHIP.

Sec. 1. The members of the Association shall consist of the following two classes: First, colleges and universities, and secondary schools. Secondly, individuals identified with educational work within the limits of the Association.

Sec. 2. Election to membership shall require a two-thirds vote of the members present at any meeting, and shall be made only upon the nomination of the Executive Committee.

Sec. 3. An institutional member shall be represented at the meeting of the Association by its executive head, or by some one designated by him in credentials addressed to the secretary.

Sec. 4. No college or university shall be eligible to membership whose requirements for admission represent less than fifteen units of secondary work as defined by the Commission on Accredited Schools.

Sec. 5. No college or university shall be eligible to membership which confers the degree of Doctor of Philosophy or Doctor

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of Science except after a period of three years of graduate study, not less than two of which shall be years of resident study, one of which shall be at the institution conferring the degree.

Sec. 6. No secondary school shall be eligible to membership which does not provide fifteen units of secondary work as defined by the Commission on Accredited Schools. After April 1, 1912, no college or university shall be eligible to membership which is not on the list of accredited colleges of the Association.

Sec. 7. If the dues of any member shall remain unpaid for two years, such membership in the Association shall lapse.

ARTICLE IV.

POWERS.

All the decisions of the Association bearing upon the policy and management of higher and secondary institutions are understood to be advisory in their character.

ARTICLE V.

OFFICERS AND COMMITTEES.

Sec. 1. The officers of the Association shall be a President, two Vice Presidents, a Secretary, a Treasurer, and an Executive Committee consisting of the President, the Secretary, the Treasurer, and four other members elected by the Association.

Sec. 2. The officers shall be chosen at the annual meeting for the term of one year, or until their successors are elected. The election shall be by ballot.

Sec. 3. The Executive Committee shall have power to appoint committees for conference with other bodies, whenever in their judgment it may seem expedient.

Sec. 4. In case an officer holding office as representative of an institutional member severs his connection with the institution represented, he shall at his discretion hold his office until the close of the next regular meeting of the Association.

Sec. 5. The Executive Committee shall have authority to fill a vacancy in any office, the officer elected by the committee to hold office until the close of the next annual meeting.

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ARTICLE VI.

DUTIES OF OFFICERS.

Sec. 1. The President, or in his absence one of the Vice Presidents selected by the Executive Committee, shall preside at the meetings of the Association, and shall sign all orders upon the Treasurer.

Sec. 2. The Secretary shall keep a record of the proceedings of the Association and attend to all necessary correspondence and printing.

Sec. 3. The Treasurer shall collect and hold all moneys of the Association, and pay out the same upon the written order of the President.

Sec. 4. The Executive Committee shall make all nominations for membership in the Association, fix the time of all meetings not otherwise provided for, prepare programmes, and act for the Association when it is not in session. All the acts of the Executive Committee shall be subject to the approval of the Association.

ARTICLE VII.

MEETINGS.

There shall be annual meeting of the Association and such special meetings as the Association may appoint.

ARTICLE VIII.

MEMBERSHIP.

To meet expenses, an annual fee of $10 shall be paid by each university, $5 by each college, and $3 each by all other members, and each member shall have one vote.

ARTICLE IX.

QUORUM.

One-fourth of the members of the Association shall constitute a quorum.

ARTICLE X.

AMENDMENTS.

This constitution may be amended by a three-fourths vote at any regular meeting, provided that a printed notice of the proposed amendment be sent to each member two weeks before said meeting.

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LIST OF MEMBERS.

INSTITUTIONS.

(c. m. means Charter Member.)

OHIO.

Case School of Applied Science, '08, Cleveland, President Chas. S. Howe.
Central High School, c. m., Cleveland, Principal Edward L. Harris.
Central High School, '96, Toledo, Principal W. B. Guitteau.
Central High School, '06, Columbus, Principal W. M. Townsend.
Denison University, '99, Granville, President Emory W. Hunt.
Doane Academy, '09, Granville, Dean H. R. Huntley.
East High School, '02, Columbus, Principal F. B. Pearson.
East High School, '02, Cleveland, Principal B. U. Rannels.
Findlay High School, '09, Findlay, Principal J. T. Smith.
Glenville High School, '06, Cleveland, Principal H. S. Cully.
Hughes High School, '96, Cincinnati, Principal E. W. Coy.
Kenyon College, '08, Gambier, President Wm. F. Pierce.
Lincoln High School, '02, Cleveland, Principal J. W. McLane.
Miami University, '04, Oxford, President Guy P. Benton.
Marietta College, '08, Marietta, President A. J. Perry.
North High School, '05, Columbus, Principal C. D. Everett.
Ohio State University, c. m., Columbus, President W. O. Thompson.
Oberlin College, c. m., Oberlin, President H. C. King.
Ohio University, '12, Athens, President Alston Ellis.
Ohio Wesleyan University, c. m., Delaware, President Herbert Welsh.
Otterbein University, '12, Westerville, President W. G. Clippenger.
Rayen High School, '03, Youngstown, Principal W. L. Griswold.
Steele High School, '09, Dayton, Principal Charles L. Loos, Jr.
South High School, '02, Cleveland, Principal G. A. Ruetenik.
South High School, '06, Columbus, Principal C. S. Barrett.
University of Cincinnati, '99, Cincinnati, President C. W. Dabney.
University School, '02, Cleveland, Principal Geo. D. Pettee.
University School, '09, Cincinnati, Head Master W. E. Stillwell.
Western Reserve University, c. m., Cleveland, President Chas. F. Thwing.
Walnut Hill High School, '99, Cincinnati, Principal W. Taylor Harris.
Woodward High School, '99, Cincinnati, Principal George W. Harper.
West High School, '00, Cleveland, Principal T. H. Johnston.

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MICHIGAN.

Olivet College, '06, Olivet, President E. G. Lancaster.
Central High School, c. m., Grand Rapids, Principal Jesse B. Davis.
Central High School, c. m., Detroit, Principal David Mackinzie.
Detroit University, '00, Principal F. L. Bliss.
East Side High School, '95, Saginaw, Superintendent E. C. Warriner.
High School, '95, Kalamazoo, Superintendent S. O. Hartwell.
University of Michigan, c. m., Ann Arbor, President James B. Angell.

INDIANA.

High School, c. m., La Porte, Superintendent J. R. Wood.
High School, '96, Fort Wayne, Principal C. F. Lane.
High School, '01, Lafayette, Superintendent E. Ayers.
Howe School, '04, Lima, Rector T. H. McKenzie.
Indiana University, c. m., Bloomington, President W. L. Bryan.
Manual Training High School, '11, Indianapolis, Principal W. H. Stuart.
Purdue University, '08, Lafayette, President W. E. Stone.
Shortridge High School, c. m., Indianapolis, Principal George Buck.
University of Notre Dame, '06, President John Cavanaugh.
Wabash College, c. m., Crawfordsville, President G. W. Mackintosh.

ILLINOIS.

Academy of North-Western College, '12, Naperville, Principal Thomas Finkbeiner.
Augustana College, '12, Rock Island, President G. A. Andreen.
Augustana Academy, '12, Rock Island, Principal C. M. Foss.
Aurora High School, East Side, '05, Principal G. W. Kelly.
Bloom Township High School, '12, Chicago Heights, Principal Edwin L. Boyer.
Bradley Polytechnic Institute, '97, Peoria, Director T. E. Burgess.
Harvard School, c. m., Chicago, Principal J. J. Schobinger.
High School, '98, Elgin, Principal W. S. Goble.
Hinsdale High School, '89, Hinsdale, Principal H. E. Giles.
Illinois College, c. m., Jacksonville, President C. H. Rammelkamp.
Illinois State Normal School, '08, Normal, President David Felmley.
Illinois Women's College, '09, Jacksonville, President J. R. Harker.
Illinois Women's College Academy, '11, Jacksonville, Principal J. R. Harker.
J. Sterling Morton High School, '05, Clyde, Principal H. V. Church.
Knox College, '96, Galesburg, President T. McClelland.
Kewanee High School, '04, Kewanee, Principal T. B. Cleveland.

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Kankakee High School, '09, Kankakee, Principal C. H. Kingman.
Lake Forest College, c. m., Lake Forest, Head Master J. C. Sloan.
Lake View High School, '96, Chicago, Principal B. F. Buck.
Lyons Township School, '96, La Grange, Principal S. R. Cole.
Lewis Institute, '95, Chicago, Director G. N. Carman.
La Salle-Peru Township High School, '05, Principal T. J. McCormick.
Lockport High School, '12, Lockport, Superintendent G. R. Swain.
Monticello Seminary, '12, Godfrey, Principal M. E. Ericson.
Marshall High School, '99, Chicago, Principal L. J. Block.
Northwestern University, c. m., Evanston, President A. W. Harris.
Northern Illinois Normal School, '08, De Kalb, President John W. Cook.
New Trier High School, '07, Kenilworth, Principal F. D. Sims.
Ottawa Township High School, '96, Ottawa, Principal W. F. Mozier.
Polo High School, '12, Polo, Superintendent C. F. Miller.
Rock Island High School, Rock Island, Principal H. E. Brown.
Rockford College, '06, Rockford, President Gulliver.
Rockford High School, '09, Rockford, Principal C. P. Briggs.
Southern Illinois Normal School, '08, Carbondale, President D. B. Parkinson.
Streator Township High School, '97, Streator, Principal Ralph R. Upton.
Thornton Township High School, '09, Harvey, Principal S. W. Smith.
Township High School, '05, Joliet, Principal J. Stanley Brown.
Township High School, '06, Sterling, Principal E. T. Austin.
University of Illinois, c. m., Urbana, President E. J. James.
University of Chicago, c. m., Chicago, President H. P. Judson.
Western Illinois Normal School, '08, Macomb, President John E. McGilvrey.
William McKinley High School, '96, Chicago, Principal G. M. Clayberg.
West Aurora High School, '06, Aurora, Principal Harold Steele.
Wheaton College, '08, Wheaton, President Charles A. Blanchard.

WISCONSIN.

Beloit College, c. m., Beloit, President Edward D. Eaton.
Carroll College, Waukesha, '09, President W. O. Carrier.
East Division High School, '07, Principal George A. Chamberlain.
Lawrence University, '05, Appleton, President Samuel Plautz.
Madison High School, '11, Madison.

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Milwaukee-Downer College, '97, Milwaukee, President Ellen C. Sabin.
Milwaukee Academy, '97, Milwaukee, Principal J. H. Pratt.
North Division High School, '04, Milwaukee, Principal R. E. Krug.
Ripon College, '04, Ripon, Acting President Frank M. Erickson.
South Division High School, '06, Milwaukee, Principal E. Rissman.
University of Wisconsin, c. m., Madison, President Charles R. Van Hise.
Wayland Academy, '06, Beaver Dam, Principal E. P. Brown.
Central High School, '04, St. Paul, Principal V. K. Froula.
Cleveland High School, St. Paul, Principal Milo Stewart.
Carlton College, '06, Northfield, President W. H. Sallmon.
Humboldt High School, St. Paul, Principal H. S. Baker.
University of Minnesota, '96, Minneapolis, President J. H. Vincent.
Winona Normal School, '08, Winona, President Irvin Shepard.

IOWA.

Cornell College, c. m., Mt. Vernon, President Wm. F. King.
Coe College, '08, Cedar Rapids, President N. N. Smith.
Drake University, '06, Des Moines, President H. M. Bell.
High School, '06, Council Bluffs, Principal S. L. Thomas.
High School, '06, Dubuque, Principal F. L. Smart.
Grinnell College, '95, Grinnell, President J. H. T. Mann.
Iowa State Teachers' College, '09, Cedar Falls, President H. H. Seerley.
State University of Iowa, c. m., Iowa City, President George E. MacLean.
Simpson College, '06, Indianola, President C. E. Shelton.
Upper Iowa University, '09, Fayette, President W. A. Shanklin.

MISSOURI.

Central High School, '96, St. Louis.
College Preparatory of Forest Park, University of St. Louis, '12, Principal Mrs. A. S. Cairns.
Drury College, '98, Springfield, President H. T. Fuller.
Kirkwood High School, '10, Kirkwood, Principal E. Flournoy.
Mary Institute, '00, St. Louis, Principal E. H. Sears.
Missouri Valley College, '98, Marshall, President W. H. Black.
Park College, '02, Parkville, President L. M. McAfee.
University of Missouri, c. m., Columbia, President A. R. Hill.
Washington University, c. m., St. Louis, Chancellor D. E. Houston.
Westminster College, '00, Fulton, President David R. Kerr.
William McKinley High School, St. Louis, '05, Principal G. B. Morrison.

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NEBRASKA.

University of Nebraska, '96, Lincoln, President Samuel Avery.

KANSAS.

Baker University, '08, Baldwin, President Lemuel H. Murlin.
College of Emporia, '12, Emporia, President H. C. Culbertson.
University of Kansas, '96, Lawrence, Chancellor F. Strong.
Washburn College, '06, Topeka, President F. K. Sanders.

COLORADO.

Colorado College, '96, Colorado Springs, President W. F. Slocum.
The Miss Walcott School, '06, Denver.
University of Colorado, '96, Boulder, President J. H. Baker.
University of Denver, '09, University Park, President Henry A. Buchtel.

OKLAHOMA.

University of Oklahoma, '01, Norman, President David R. Boyd.

SOUTH DAKOTA.

Brookings High School, '12, Principal Ralph L. Patty.
Dakota Wesleyan University, '09, Mitchell, President S. F. Kerfoot.
High School, Sioux Falls, '08, Principal W. J. Earley.
High School, Yankton, Principal R. C. Shellenbarger.
High School, Aberdeen, '07, Principal W. L. Cochrane.
Mitchell High School, '09, Principal M. M. Ramer.
University of South Dakota, '08, Vermilion, President F. B. Gault.
Fargo College, Fargo, '12, President C. C. Creegan.
High School, Fargo, '08, Principal W. E. Hoover.
State University of North Dakota, '09, Grand Forks, President Frank L. McVey.
High School Jamestown, '10, Principal A. G. Crane.

KENTUCKY.

University of Kentucky, '10, Lexington, President James K. Patterson.

INDIVIDUAL MEMBERS.

OHIO.

W. W. Boyd, '03, High School Visitor, Ohio State University, Columbus.
A. B. Church, '09, President Buchtel College, Akron.
Jos. V. Denney, '03, Dean of the College of Arts, Philosophy and Sciences, Ohio State University, Columbus.

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G. M. Jones, '05, Secretary of Oberlin College, Oberlin.
Frank Pearson, '09, Inspector of Schools, Columbus, Ohio State University.
J. F. Smith, '09, Superintendent of Schools, Findlay.
W. O. Thompson, '09, Ohio State University, Columbus.
Geo. R. Twiss, '09, Inspector of Schools, Columbus.

MICHIGAN.

W. W. Beman, '95, University of Michigan, Ann Arbor.
Wm. A. Greeson, '97, Superintendent of Schools, Grand Rapids.
L. H. Jones, '95, President of the State Normal School, Ypsilanti.
Fred N. Scott, '98, Professor in the University of Michigan, Ann Arbor.
A. S. Whitney, '03, High School Inspector, University of Michigan, Ann Arbor.

INDIANA.

George W. Benton, '11, American Book Company, New York City.
L. W. Keeler, '09, Superintendent of Schools, Michigan City.
Carl Leo Mees, '96, President of the Rose Polytechnic, Terre Haute.
W. W. Parsons, '99, President of the State Normal School, Terre Haute.

ILLINOIS

J. E. Armstrong, '96, Principal, Englewood High School.
Francis G. Blair, '10, Superintendent of Public Instruction, Springfield.
Thomas Arkle Clark, '06, Dean of Men, University of Illinois, Urbana.
H. F. Fisk, '05, Professor in Northwestern University, Evanston.
Thomas F. Holgate, '99, Professor in Northwestern University, Evanston.
R. E. Hieronymus, '03, President of Eureka College, Eureka.
H. A. Hollister, '03, High School Inspector, University of Illinois, Urbana.
Harry P. Judson, '95, President of University of Chicago, Chicago.
Walter Libby, High School Visitor, Northwestern University, Evanston.
C. M. McConn, '09, Registrar, University of Illinois, Urbana.
Willard McNaul, '11, Northwestern College, Naperville.
A. F. Nightingale, c. m., County Superintendent, Chicago.
S. K. Smith, '11, Wendell Phillips, Chicago.
Marion Talbot, '07, Dean of Women, University of Chicago.

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E. J. Townsend, '07, Dean of College of Science, University of Illinois, Urbana.
A. V. E. Young, '95, Professor in Northwestern University, Evanston.
Ella Flagg Young, '10, Superintendent of Schools, Chicago.
O. E. Wescott, '09, Chicago.

WISCONSIN.

Edward A. Birge, '96, Professor in the University of Wisconsin, Madison.
Max Griebsch, '10, Director of the German-English Academy, Milwaukee.
F. G. Hubbard, '08, Professor in the University of Wisconsin, Madison.
H. L. Terry, '06, State High School Inspector, Madison.
A. W. Tressler, '03, High School Inspector, University of Wisconsin, Madison.

MINNESOTA.

George B. Aiton, '97, State Inspector of High Schools, Minneapolis.
W. Shoemaker, '09, President St. Cloud Normal School.

IOWA.

F. C. Ensign, '06, High School Inspector, State University, Iowa City.
H. H. Maynard, '11, Coe College, Cedar Rapids.
George E. McLean, '11, Iowa City.
E. W. Stanton, '08, Dean Iowa State College, Ames.

MISSOURI.

W. J. S. Bryan, '09, Assistant Superintendent of Schools, St. Louis.
W. S. Dearmont, '09, Cape Girardeau, State Normal School.
Joseph D. Elliff, '05, High School Inspector, University of Missouri, Columbia.
John R. Kirk, '98, President of the State Normal School, Kirksville.
Clarence A. Waldo, '95. Professor in Washington University, St. Louis.
C. M. Woodward, '99, St. Louis.

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NEBRASKA.

A. A. Reed, '07, High School Inspector, University of Nebraska, Lincoln.
J. W. Crabtree, '04, President State Normal School, Peru.

KANSAS.

W. H. Johnson, '06, High School Inspector, University of Kansas, Lawrence.

COLORADO.

Frank E. Thompson, '08, Professor, University of Colorado, Boulder.

SOUTH DAKOTA.

F. B. Gault, '08, President University of South Dakota, Vermilion.
C. E. Swanson, '08, Deputy Superintendent of Schools, Pierre.
A. E. Trettien, '10, Professor of Education, Vermilion.
George W. Nash, '09, President Northern Normal Industrial School, Aberdeen.
Oliver O. Young, '11, Superintendent of Public Instruction, Pierre.

NORTH DAKOTA.

Richard Heyward, '08, Inspector of Schools, Grand Forks.
C. C. Schmidt, '08, University of North Dakota.

OKLAHOMA

A. C. Parsons, '12, State High School Inspector, Oklahoma City.

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REGISTRATION.

Abells, Harry D., Morgan Park Academy, Morgan Park, Illinois.
Aiton, George B., State Inspector of High Schools, Minneapolis, Minnesota.
Ambrose, Thomas, Chicago, Illinois.
Anable, Miss A. M., Lake View Institute, Chicago, Illinois.
Anable, Miss S. A., Lake View Institute, Chicago, Illinois.
Armstrong, J. E., Principal, Englewood High School, Chicago, Illinois.
Boyd, W. W., Dean, College of Education, Ohio State University, Columbus, Ohio.
Boyer, Edwin L., Chicago Heights, Illinois.
Boyan, W. F., Instructor, Northwestern University, Evanston, Illinois.
Brooks, E. B., Superintendent of Schools, Paris, Illinois.
Bryan, W. J. S., St. Louis, Missouri.
Bryan, Mrs. W. J. S., St. Louis, Missouri.
Bransby, Joseph J., New Trier Township High School, Kenilworth, Illinois.
Brown, H. E., Principal, New Trier Township High School, Kenilworth, Illinois.
Brown, R. W., Hinsdale High School, Hinsdale, Illinois.
Brown, J. Stanley, Principal, Joliet, Illinois.
Briggs, C. P., Principal, Rockford High School, Rockford, Illinois.
Buchanan, J. S., University of Oklahoma, Norman, Oklahoma.
Bagley, W. C., Professor, University of Illinois, Urbana, Illinois.
Balzer, George J., Principal, Washington High School, Milwaukee, Wisconsin.
Barber, Bertha A., Principal, Jennings' Seminary, Aurora, Illinois.
Bardwell, C. M., Superintendent, East Side High School, Aurora, Illinois.
Barrett, Charles G., Principal, South High School, Columbus, Ohio.

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Benton, George W., New York, New York.
Benton, Miss M. S., Williard Hall, Evanston, Illinois.
Black, W. H., Missouri Valley College, Marshall, Missouri.
Bliss, Frederick L., Detroit University School, Detroit, Michigan.
Bobbitt, J. F., Instructor, University of Chicago, Chicago, Illinois.
Buck, B. F., Lake View High School.
Buck, George, Principal, Shortridge High School, Indianapolis, Indiana.
Burrill, Edgar W., Department of English, Northwestern University, Evanston, Illinois.
Butler, N., University of Chicago, Chicago, Illinois.
Cairns, Mrs. Anna S., The College Preparatory of Forest Park University, St. Louis, Missouri.
Caldwell, Otis W., University of Chicago, Chicago, Illinois.
Cantwell, Guy, Superintendent Schools, Elmhurst, Illinois.
Carman, G. N., Lewis Institute, Chicago, Illinois.
Carson, Luella C., President Mills College, Oakland, California.
Carrier, Wilbur O., President Carroll College, Waukesha, Wisconsin.
Cheney, William L., The Chicago Evening Post, Chicago, Illinois.
Chubb, Edwin Watts., Dean, College Liberal Arts, Ohio University, Athens, Ohio.
Church, H. V., Principal, J. Sterling Morton Township High School, Cicero, Illinois.
Clark, Thomas Arkle, Dean, University of Illinois, Urbana, Illinois.
Clark, Vinnie B., Teacher of Physiography, Oak Park and Forest River High School, Oak Park, Illinois.
Clapp, John M., Lake Forest College, Lake Forest, Illinois.
Clippenger, W. G., President Otterbein University, Westerville, Ohio.
Cobb, H. E., Lewis Institute, Chicago, Illinois.
Cole, C. N., Dean, College of Arts and Science, Oberlin College, Oberlin, Ohio.

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Combs, Anna, Jennings Seminary, Aurora, Illinois.
Comstock, Frank M., Case School of Applied Science, Cleveland, Ohio.
Cone, John C., Oak Park High School, Oak Park, Illinois.
Cowling, Donald J., President, Carlton College, Northfield, Minnesota.
Crabtree, J. M., President, State Normal, River Falls, Wisconsin.
Crane, Miss Mariette C., Teacher in Englewood High School, Chicago, Illinois.
Crane, Ronald S., Northwestern University, Evanston, Illinois.
Creegan, C. C., President, Fargo College, Fargo, North Dakota.
Crooks, E. B., Assistant Professor of Philosophy, Northwestern University, Evanston, Illinois.
Dabney, Charles William, President, University of Cincinnati, Cincinnati, Ohio.
Davis, Ellery W., Dean, University of Nebraska, Lincoln, Nebraska.
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